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DeafLife

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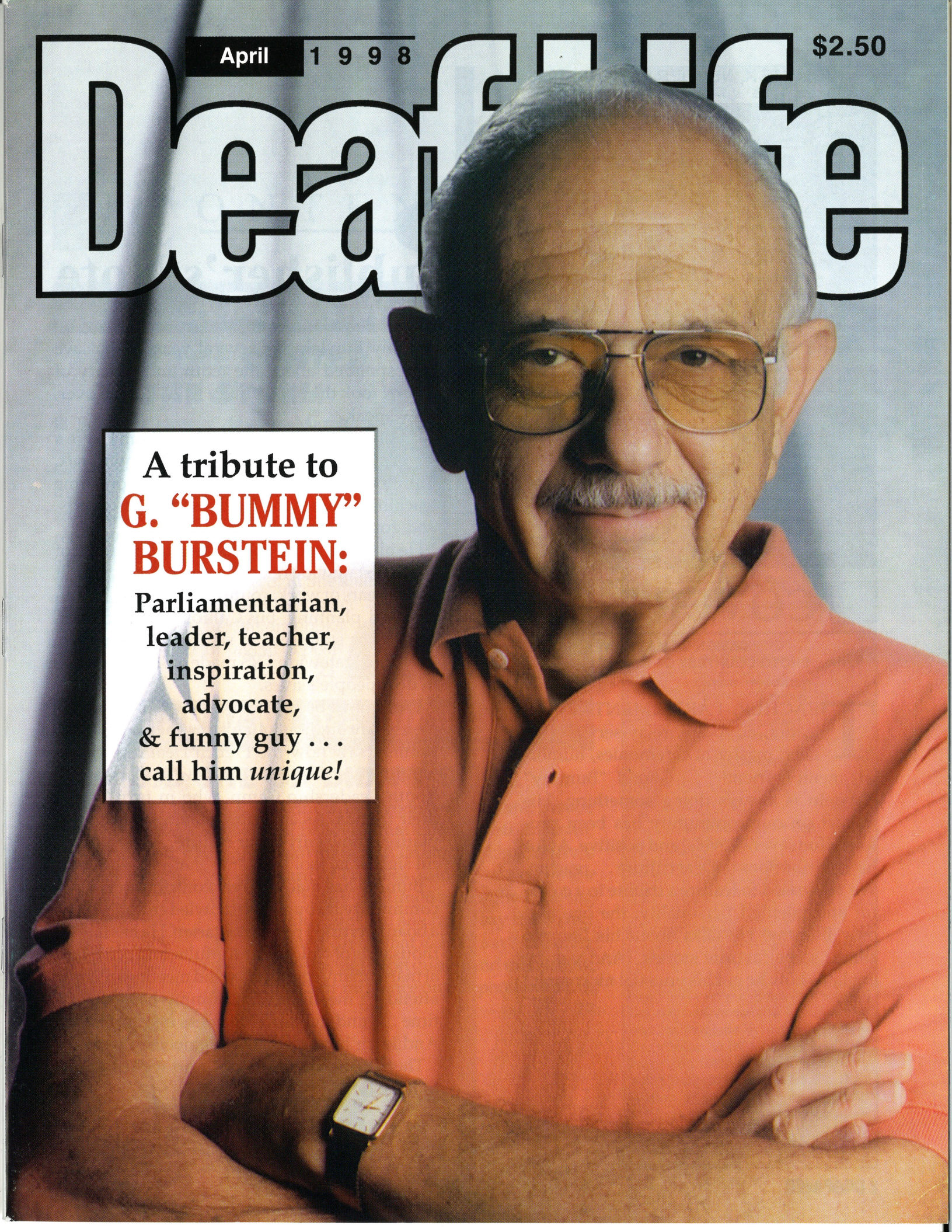
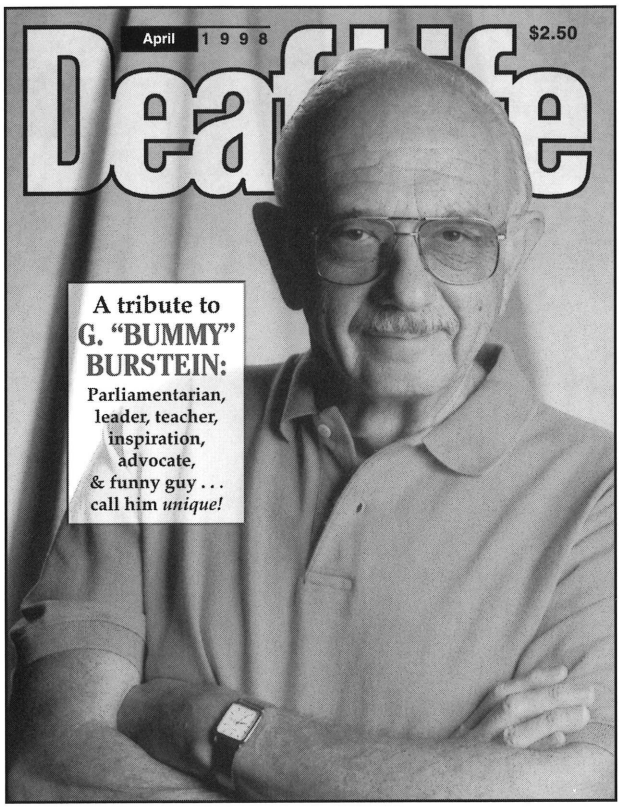


A tribute to G. "BUMMY" BURSTEIN:

Parliamentarian, leader, teacher, inspiration, advocate, & funny guy . . . call him *unique!*

VOLUME X, NUMBER 10 APRIL 1998



COVER

DESIGN BY MATTHEW S. MOORE
PHOTO COURTESY OF BUMMY BURSTEIN

TEACHER, PARLIAMENTARIAN, leader, advocate, relay-service pioneer, master of ceremonies, humorist, mentor, friend . . . Gerald "Bummy" Burstein is always doing something. His impact on our community has been profound (on several levels) and positive. As for his contributions to Deaf culture . . . read on. We're pleased to feature a tribute to a colorful and talented personality: the one and only Bummy! He talks about his life and shares some favorite stories. (And yes, he explains how he got his unusual nickname.)

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Publisher's Note

I've been wanting to do a cover feature on Bummy Burstein for several years. When we corresponded about the tenth anniversary of DPN, I took the opportunity to invite him over, so to speak.

Bummy is a leader and teacher whom I have a lot of respect for. There are leaders who *talk*. Bummy talks . . . but he spends more time teaching by example. He lives up to his words, and goes beyond. He acts.

He played a prime role in the establishment of the first statewide relay system, in California. It look 8 years of work, countless meetings, lobbying, and planning, but California got its TRS. And other states began setting up their own. Having a statewide TRS made a BIG difference in deaf people's lives.

There have been various forms of "Deaf applause" throughout our history, here and there. Bummy saw how the French Deaf did it, and taught his students and fellow staffers at the Youth Leadership Camp, who in turn taught their friends. As a result, "waving hands" applause is now part of our culture. And a beautiful sight it is, too.

Bummy has made a great contribution to our community through his knowledge and skill as a board-certified parliamentarian. He has taught thousands of children and adults, and officiated at many, many conferences and meetings. People attending meetings with Bummy have a good time . . . and get more business accomplished. And learn how grassroots democracy works.

There's only one Bummy. And we're blessed to have him.

Matthew S. Moore

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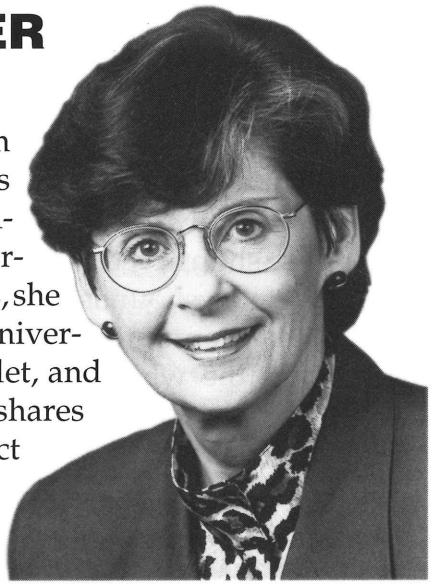
A FOLLOW UP

FROM THE CENTER OF THE STORM



■ For four stormy days in March 1988, Dr. Elisabeth Zinser was Gallaudet University's seventh president. Now Chancellor of the University of Kentucky-Lexington Campus, she recently participated in the 10th-anniversary celebration of DPN at Gallaudet, and was delighted to be a part of it. She shares her thoughts on DPN and its impact on the community, her life, and looks back at her role as an "agent of positive change." **23**

A FEW MORE WORDS

DID SHE OR DIDN'T SHE?

■ Almost everyone believed, and maybe still believes, that Jane Bassett Spilman, Chairman of Gallaudet University's Board of Trustees, said "Deaf people are not ready to function in the hearing world." But did she really say that? And if she didn't, what *did* she say? We offer some thoughts on quotes and misquotes, and their influence on our perceptions of truth. **27**

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Deaf Life

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LETTERS

Wanted: that secret French recipe!

As the parent of a deaf child, I was intrigued by the article "To France, with Friendship" in the November, 1997 issue. This article states that "all French students, including all deaf students, must learn French fluently at each grade level . . ." Is this article saying that French schools accomplish this? If this is true, what is their secret and why aren't we using it in the United States? And for the record, what is the reading level of hearing people in the U.S.?

I enjoy your magazine and read it cover-to-cover every month.

Susan Robertson
Kokomo, Indiana

On Monica Lewinsky's car-chase and Karla Faye Tucker's signing

I'm not going to comment on the alleged relationship between Monica Lewinsky and President Clinton. That's not the issue here. I wish to compare the way the press hounded Princess Diana and Dodi al Fayed with the way they've been hounding Monica Lewinsky. I see great similarity here. Do you?

When Lewinsky flew home from Washington, D.C. to California, these hungry, drooling, n a r r o w - m i n d e d, ~~I-don't-give-a-damn-if-she-scratches~~ -her-knee, finger-clicking, paparazzi tabloid cameramen and reporters were after her story. Once she arrived in California, the newshounds were after her. Remember O.J. Simpson in the white Bronco being chased down the freeway by the cops? We had a rerun. One of the newshounds even bumped into Monica's father's car! That proves my point: the tabloid-cameramen caused the crash in Paris that killed three people: Dodi al Fayed, Princess Diana, and their driver, Henri Paul, and seriously injured their bodyguard, Trevor Rees-Jones.

What if the situation were reversed? Imagine if Diana and the others in the Mercedes were unharmed because nothing worse than a paparazzo's motorcycle bumped into them (never mind if Paul was drunk or not, or speeding or not), but that Monica Lewinsky and other people in her car were killed because the newshounds were chasing them. Right in the U.S.A.! It would prove my point. The hearing media and tabloids are killers! Except they don't kill with guns, they use cameras. One gory photo of bodies lying on the ground or car-floor, or draped around the dashboard or steering wheel, and anything like that, is a money-maker. Let's suppose a tabloid reporter or photographer had been killed in such a crash. Would any media-chase victim shed a tear? I seriously doubt it! They will par-teee!

On February 3, Karla Faye Tucker was executed by lethal injection in Texas after a final round of last-minute appeals failed. Hers was one of the most-publicized executions I can recall.

I'm not going to comment on her crime—a double murder that she committed with her boyfriend in 1983. I want to say something about her. Not that I knew her or ever met her or communicated with her in any way. I saw her on television and read about her in the newspapers. It pisses me off that not one public medium—not TV, not print—ever mentioned anything about her skill in sign language! It seems to me that the media of the hearies doesn't want to use "bad words" like

LETTERS

"sign language" or "manual communication" or "ASL," or anything like that. Sheesh! The media didn't even know how to report a good story, such as how Tucker ever learned sign language! She was signing flawlessly when I saw her on the news.

Not even one word was mentioned in the front-page post-execution writeup in **USA Today** on February 4, or in the **Columbus Dispatch** (my hometown newspaper) about Tucker's knowledge of sign language. To me, it's sure proof that the hearing-related media wants to hide sign language. Bury it, don't mention it, don't discuss it.

Steven R. Sandy
Columbus, Ohio

"Did they get an actual Deaf actress?"

I was watching a movie the other day. It was called ***Dear God*** and one of the female characters was suppose[d] to be a Deaf postal worker. My question is, did they get an actual Deaf actress to play this part or was it a hearing person pretending to be a Deaf person? All I could get from the movie was the character's name (which is Jane). I checked the credits over and over and this character's name didn't appear in the credits. I guess it was not a big enough role in the movie for them to bother to list.

I was just wondering if you heard about this. Perhaps some readers may know something about it.

P.S. Excellent reporting on the deaf Mexican immigrants. It is really sad what happened to them. I hope all works out for them.

Shelley M. Arellano
Palatine, Illinois

Wanted: better football angles & graphics!

Viewers of televised football games around the country are not enjoying the football games as much as they would like to.

The deaf and hearing-impaired are victims of poor camera angles and a lack of graphics. Sometimes the normal hearing society is also victimized by poor quality of announcements; thus they must depend on camera angle and graphics also.

We all need to know the yard line; the down; and yardage needed for a first down **BEFORE THE BALL IS SNAPPED!** A true football fan wants to see both the offense and defensive schemes before the ball is snapped!

We realize that the overhead camera crew needs a break after live action. We realize that close-ups are part of the entertainment package. Unfortunately, every stadium field's design is not the same. [For] those of us who rely on yardage markers inscribed on the turf, it is important that the camera angle include the marker before every play. That enables the hearing-impaired person to consciously keep track of downs and yardage needed for a first down. An example... *First down on 26-yard line in own territory. First down, a run ball spotted on the 29-yard line.* A hearing-impaired person does not need to hear the announcer say "2nd and 7." If the hearing-impaired can see the field with good camera angles, he/she can follow the game as well.

Another solution to poor camera angles is simply graphics. If viewers can see, for example, "2nd and 7" before every play, while the offense is breaking huddle, then everyone is aware of the current game situation.

Is the enjoyment of the game

LETTERS

intended for everyone? Of course we know that is your goal. Regional games mean very much to the audience in that area, a lot to some others outside the area too.

Won't the deaf and hearing-impaired forces join together and seek better angles and more graphics from each and every sports network? Let's join and do it before college and pro telecast contracts are signed.

I am sending this letter to the Deaf and Hearing Impaired agencies listed below.* Please share ideas and hopefully all deaf and hearing-impaired fans will be able to become **COUCH CHAIR QUARTERBACKS** in 1998.

Michael J. Ramsey
Wichita, Kansas

*This letter was also sent to: Wichita DHHS, Wichita, Kansas; NAD; Kansas Association of the Deaf, Olathe, Kansas; National Information Center on Deafness at Gallaudet University; and **Silent News**.

✏ These two letter were E-mailed to "Deaf Related Media." The versions published here is a free adaptation of the originals.—Editors

Filling a need

I absolutely love **DEAF LIFE**. I am hearing, but was learning sign language and wanted to know more about the Deaf community. Thank you for publishing such a wonderful magazine!

Leslie A. Harper
Thornton, Colorado

All letters must be signed and have a return address. No anonymous (unsigned) letters will be published, but we will withhold your name on request. Send letters to: **DEAF LIFE**, c/o MSM Productions, Box 23380, Rochester, NY 14692-3380. FAX: 716-442-6371. E-mail: deaflife@deaflife.com

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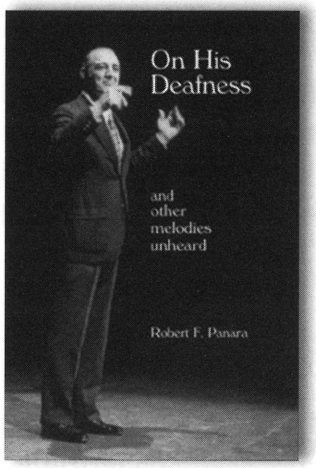

Word music

an un-authorized review of Panara's On His Deafness

On His Deafness and Other Melodies Unheard, by Robert F. Panara. Rochester, New York: Deaf Life Press, 1997. 112 pp., paperback, $15.95.

Dr. Robert Panara's book of poetry is a crowning literary achievement. Let's start with that evaluation and then back up to why I call my review of it "unauthorized." There's more than one reason for me to be upfront in admitting my pro-bias.

For one thing, Bob and I have been friends ever since working with him at NTID and staying in touch with him long after leaving that august institution. Secondly, for all those nearly 30 years, I've been an admirer of his prose, poetry, professorship, philosophical wisdom, ultra-intelligence, character, and theatricality.

Besides, I'm not only a "fan" of his publisher, Matthew S. Moore (of MSM Productions, Ltd.); I've also been a beneficiary of that company in seeing some of my own poetic attempts within its **Deaf Life** magazine. To really disqualify myself from any neutrality, Bob and MSM chose a work of mine about Dr. Panara as The Introduction to his volume of poetry.

So, given that confession of illegitimacy, I'll try even harder to be as objective as humanly possible in reporting on this collection of Panara's poetry.

On His Deafness (so named after his award-winning sonnet) may sound autobiographical, but it's not. Actually, it's more of a one-volume *course* in poetic variations, for—between its covers—are these completely different forms of the art: sonnets, haiku, limericks, narrative, anthems, playlet, and— along with scores of other pieces beyond classification—even a football fight-song!

But holding these varieties together is their sharing of conventional poetic criteria, *unconventionally expressed*. Here you'll find metric rhythm, figures of speech, classical allusions, coining of words, turns of phrase, and—yes—rare within today's "liberated literature"—RHYME, too. What a treat! In this era of "prosetry," in which short and (sometimes) clever essays claim the name of verse, Panara's work reminds his readers that Poetry is a form of Music.

So much for diversity of form. What about content? Panara's subjects are just as multi-faceted: Love and Romance, Baseball, War and Peace, Nature, Gallaudet University, Christmas, Biography, and, of course, the Deaf Experience.

As for the quality of these writings, I can only say that emotion and technique are combined in such a way as to literally raise the hair on the back of one's head and send a chill across the torso. To put it another way, just as personally, but less dramatically: bad poetry motivates me to try my own hand at the art, while good poetry—such as Panara's—invites me to give it up altogether!

Aren't there any flaws within **On His Deafness**? Only one or two. I wish Bob Panara had told us even more, in prose, about himself. I believe that most of his readers would be interested in knowing about the onset of his deafness, its severity, and school/family implications. These insights would, I'm sure, help others to cope and to succeed. For example, although knowing Bob fairly well all these years, I was not aware of his tinnitus—a condition I share, if only (like my hearing loss) mildly. So, it was good to realize that the addiction can be accommodated and sublimated.

If anyone feels my praise to be profuse, here is yet another confession: I still haven't read all of **On His Deafness**. As with any good anthology, one should read from it in digestible amounts, and I have plenty of poetic pleasure ahead of me. Panara also offers much to contemplate. He quotes Archibald MacLeish by saying: "A poem should not mean, but be." To describe the artistry of Panara, I paraphrase MacLeish this way:

"A poet should not write, but sing." Panara sings!

by **Sal Parlato, Jr.**

✏ Sal lives in the Rochester area, where he early-retired as a certified teacher of English as a Second Language. Several of his poems have appeared in **DEAF LIFE**. He is also the author of **All About Deafness: Where To Turn . . . for Answers to Questions about Hearing Loss.**

FOR HEARING PEOPLE ONLY™

Q: Parents of deaf children have been telling us what they think is best for their children when they really don't know them. How come?

—Asked by **Howard Palmer**, Jackson, Mississippi

A: Most parents, it seems, have this profound conviction that they know what is best for their children, simply because their children are theirs.

For many hearing parents who have just learned their child is deaf, s/he is the first deaf person they've ever met. That's a perilous position from which to start.

Hearing parents of deaf children *think* they know their children. But they do *not* know what effect deafness will have on their children's lives. Few parents are clairvoyant. They have to make decisions based on their knowledge (which may be scanty or nonexistent), their desire to learn, their own prejudices, expectations, concepts of "normality," and instincts. These qualities vary from parent to parent. Some are eager to learn all they can about deafness, the Deaf community, and communication. They have an open attitude towards sign language, a willingness to venture into new territory. Others have an innate oralist bias, a rejectionist attitude towards sign language ("it's alien to us"/"we don't need it"), and stick to their convictions. Others, although initially open to the idea of sign language, are unwilling to make a commitment to learn a new way of communicating, and choose the opposite approach: a cochlear implant, oralism, and mainstreaming. Still others, who opt for the oralist/implant approach, change *their* minds, enroll their child in a signing program, learn to sign themselves, and connect with the Deaf community. And still others don't much care one way or another.

There's really no way of predicting what any parents will ultimately choose. Parents, just all other members of the human family, are a cussedly unpredictable lot.

In the propaganda war between the oralist and sign-language factions, emotions run high. Oralists and ASL advocates can be equally extreme, dogmatic, and unyielding. And parents who find themselves bombarded with this well-meaning but high-pressure advice, solicited or not, may resent it, even fight back. Some resent what they interpret as the Deaf community's attempt to tell them what to do with their children. Conversely, Deaf

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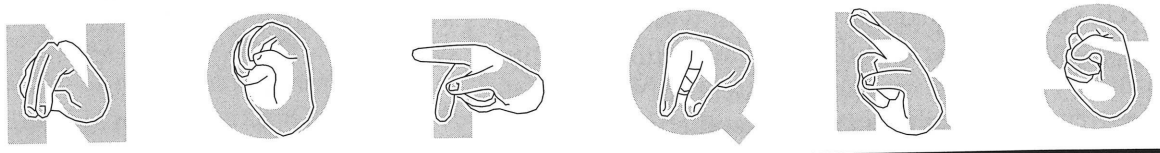

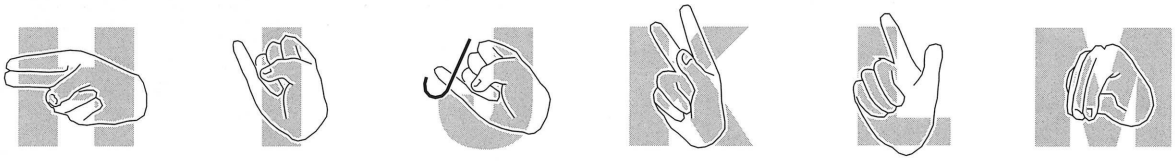

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advocates (some of whom have deaf children themselves) resent the parents' stubborn refusal to listen to what they have to say. They are, after all, speaking from their own experience as grown-up deaf children. They're the ones who pay the price.

Unfortunately, the media spotlight seems to focus on parents who decide to give their children cochlear implants and enroll them strict oral regimens, and not the ones who choose an ASL-affirmative approach. Popular media portrays ASL advocates as dangerous fanatics (or just blacks them out). Parents of implanted children make glib public statements about giving them the best possible start, letting them participate fully in the real world, being normal, etcetera. Some of these parents become regular PA systems for the implant lobby, recruiting other parents, parading their children around to the media and Congresspeople, making them testify before committees. (This doesn't prove who's right, just who has the most aggressive PR campaign.)

There is, of course, no one "right way." What works splendidly for one family may be a disastrous mistake for another. Some deaf children thrive in residential schools. Others do best in day programs, or even mainstreaming. Some children, i.e., those who became deaf after acquiring spoken language, do well with implants. Some never connect with the Deaf community. Others are happiest when they're connected. Both oralist and sign-affirmative parents point to their successes. So what does that prove?

That deaf children thrive and succeed under wildly divergent circumstances may not be due so much to the rightness of the parents' choices as to the resilience of the human spirit. Children can and do succeed against the odds. They can learn to communicate in the parent's chosen mode, even though they take the hard road instead of the easy path. They can become multilingual and multi-modal. Or pass as hearing.

However, we need to be realistic. Too many parents never learn to communicate with their deaf children. This is definitely *not* the right way. If parents want to spare their children the agony and frustration of being cut off from communication, they should learn to sign. If they refuse to do so out of some methodological bias, they are not acting in their children's best interests. We know of plenty of deaf adults who are products of oralist upbringings and are bitter and angry about it. We have, however, never encountered a single deaf person who complained about her hearing parents' learning how to sign.

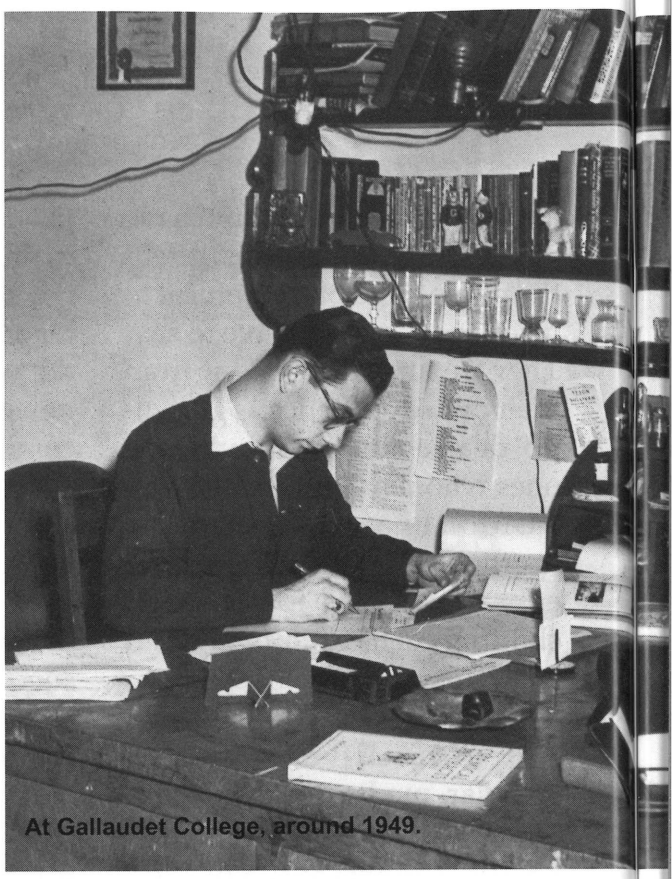
We have faith in the intelligence and flexibility of many parents. They want what's best for their children. But they are open-minded enough to ask, "What *is* best for my child?" They recognize that all children are individuals; what's right for one is wrong for another. They seek a better understanding of their child—and themselves.

But even parents who love their children and make carefully-considered decisions make mistakes. With the benefit of hindsight, some of them later look back and admit that they were misled, that they blundered. Some remain convinced of the rightness of their choice. *We* have to live with the consequences of our parents' choices, good and bad. Who knows best? If the parents do, so do the children.■

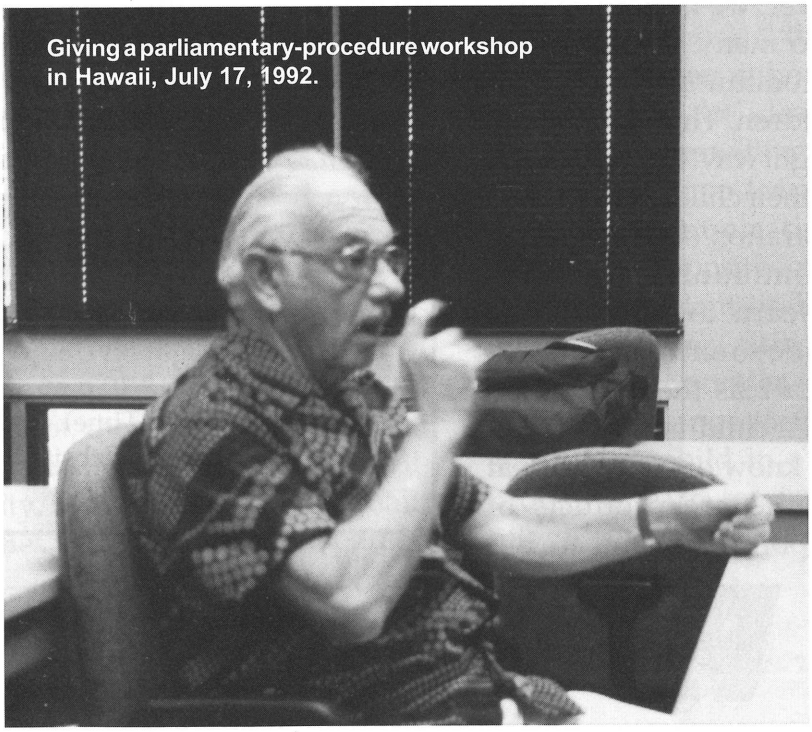
Now online!

www.DEAFCHAT.com features Deaf/Hearing Parents' Night on Wednesdays from 8-10 p.m. (Eastern Standard Time). Coming soon: a new Website just for parents!

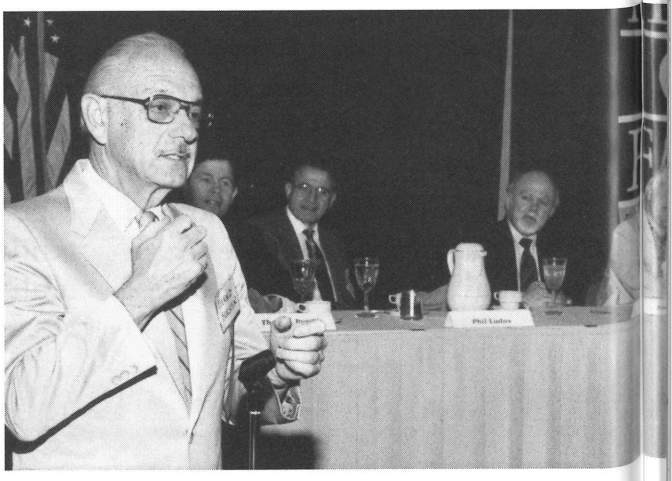
At the 1970 NAD Convention in Minneapolis, Bummy won First Place in Storytelling.

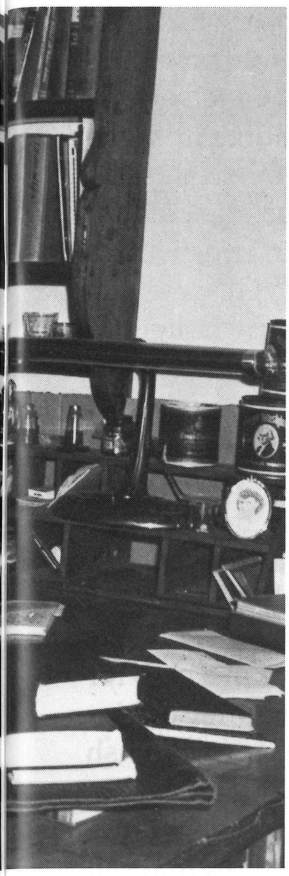


At Gallaudet College, around 1949.



Giving a parliamentary-procedure workshop in Hawaii, July 17, 1992.





G. "BUMMY" BURSTEIN: ONE OF A KIND

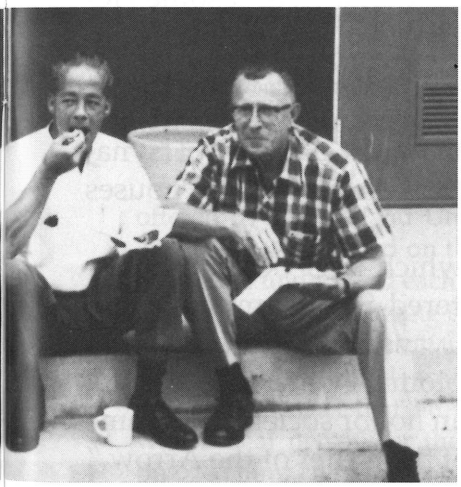
"We're all fighting, fighting for the rights of deaf people," says Richard Babb, director of the Inland Service Center for the Deaf in Riverside. . . . "But Bummy would rather go out and love 'em to death to smooth things over. And he's just as effective as we are."

Babb recalls how Burstein ironed out disagreements among the California Association for the Deaf and service agencies when the center was created four years ago. "Through his behalf," says Babb, "we all buried the hatchet. He makes love rather than war."

—Laurie Lucas in the **Press-Enterprise**, 1992[1]

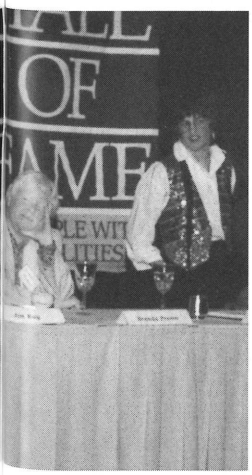
". . . the Bob Hope of the Deaf."—Actress Marilyn Maxwell, 1968[2]

He is known everywhere by his nickname: Bummy. The name conjures up a veteran leader and distinguished advocate, teacher, and expert on parliamentary procedure. Someone who keeps busy, is involved with numerous organizations and causes, is warm, funny, colorful, and unique. There is only one G. "Bummy" Burstein.



Spring 1965: the National Leadership Training program at CSUN, Class of '65. Left to right: Herb Larson, Vic Galloway, Bummy, the late Verne Call, and Robert Sanderson. Not pictured: Doug Burke. This class had five deaf and ten hearing members; Call was hearing.

How did he get such an unusual nickname? He gets asked that question all the time. In a 1994 interview with Stephen Brenner,[3] he explained: "My official name is Gerald Burstein. I do not have a middle name. 'Bummy' stemmed from my loyalty to my hometown (Brooklyn, USA) major-league baseball team, the Brooklyn Dodgers. When I first entered Gallaudet in the Fall of 1947, the Dodgers were playing in the World Series. Amazing, isn't it! The Dodgers were well-known for playing lousy ballgames and for losing too many games, too; so they were called 'Dem Bums.'[4] Well, I was rooting hard for the Dodgers with a large gathering around a radio (no TV at the time) with a hard-of-hearing student interpreting the games play by play. Of course, the Dodgers lost the World Series that year, but I had rooted so hard for them that my friends at Gallaudet anointed me with the name 'Bummy.' That name has stuck with me ever since."

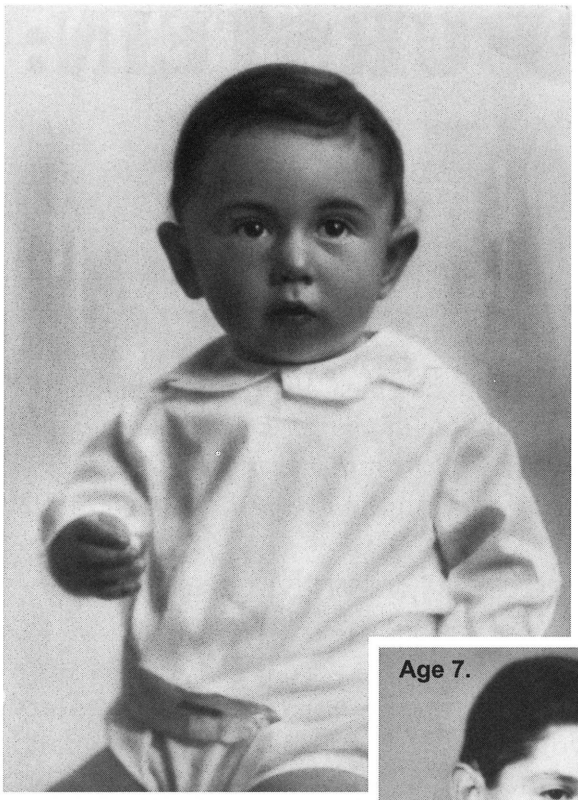


"I was surprised I am classified as disabled": Giving his acceptance speech on his induction into the Governor's Hall of Fame for People with Disabilities, February 20, 1992.

Nobody calls Mr. Burstein "Gerald." He is, and will always be, "Bummy." He denies that he moved to Los Angeles to be close to his beloved Dodgers, but he's still their fan.

Born profoundly deaf (but big and healthy) in 1926, Bummy grew up in Depression-era Brooklyn in a close and supportive Jewish family. His parents were hearing, and no one else in the family was deaf. His mother had been given quinine when she was in labor (she was having a difficult one); perhaps that caused his deafness.

"I was brought up in an oral environment; no signing was permitted in the home or anywhere. My parents never learned sign language. I was



A hand-tinted studio portrait of Bummy. He was probably less than a year old.

Age 7.

Another early portrait.

lucky to read lips very well and have good speech for those who work with the deaf, fairly good speech for those who have never met me. My voice is monotonous. I tell everybody that it I was born with that talent for reading lips, like one who plays violin or piano expertly. My brother, Stephen David, can fingerspell and is easy to communicate with. He knows little sign. He is now a neurosurgeon in Long Island, and was a team physician for the USA WGD team in Belgrade, Yugoslavia, in 1969. (He took after my father but wasn't as active because of his neurosurgery practice.)

"I attended PS 47 for the Deaf in Manhattan. Every school day, I would get up early in the morning to catch a school bus for a long ride to school. It was a strictly oral program. Natch, we used "oral sign language," meaning that we used a mix of made-up signs and proper signs, after school, in the subway, and in our off-campus socials.

"My father was president of the PTA a few terms at PS 47. We were both active in a club for the deaf—Naismith Club—named after the inventor of the game of basketball. I had Jewish lessons every Monday after school at a church. We had three very fine teachers who volunteered to teach us. There I learned a lot about Jewish history, culture, heritage, and some Hebrew. I also attended regular Sunday classes in my neighborhood temple and learned Hebrew and history. A small group of us had [our] bar mitzvah at Temple Emanu-El, a beautiful [synagogue], one of the world's largest Jewish houses of worship, on Fifth Avenue.

"After graduating from 47 (which later became Junior High School 47) in 1943, I entered Strubenmuller High School (now known as Charles Evans High School) and got my New York State Regents diploma. I was a member [of] a swimming team and Arista (an honor society). I became an Eagle Scout and a member of the Order of the Arrow."

He gained plenty of firsthand experience with prejudice against deaf people. As he wrote in a 1965 paper for sociology class at CSUN's LTP:

> In my last term in high school, I began thinking about college. I sent applications to some small out-of-town colleges and also took the entrance examination for City College in New York. I received a letter from Hartwick College, Oneonta, New York, in answer to my application. It explained that the college never had a totally deaf student and how difficult it would be for such a student. It ended as follows: "I have consulted our president, our dean, and a chairman of our Admissions Committee. All three feel that we are not qualified to help a deaf student. I am sorry. " This was signed by the registrar.

Boy Scout Troop 407, composed of deaf and hard-of-hearing students from PS 47. Bummy, who became an Eagle Scout, is in the middle row, fourth from right; his father is at the right in the same row. (Boys who lacked uniforms were "tucked behind" those who had them.) Judging from the cut of the men's suits, late 1930s.

Another small college, Wagner College, Staten Island, New York, almost accepted me. That is, the registrar who spent about one half-hour in an interview with me told me everything was satisfactory but would like the president of the college to meet me. The fact that I was deaf did not meet with the approval of the president as it did with the registrar and the result was that my application was rejected. The president was afraid that I would disrupt the rest of the class, especially if I were to keep turning in my seat to follow the instructor's lips when he walked around the room.

I was interested in a certain course, podiatry, offered by Long Island University in the City of New York, and called on the dean. Although we seemed to understand each other in the interview, I was asked the following questions: "Can I write and can I travel by myself to school?" The fact that he had my high-school record in front of him meant nothing. The fact that he was actually speaking with a deaf person for the first time must have puzzled him. The conclusion of that interview was that he told me to come back after I had satisfactorily completed a year's work in some other college.

I was accepted at City College but my very first day there also proved how the deaf are misunderstood. I reported to my French class and asked the professor for a seat up in front. When he realized that I was deaf he assured me I wouldn't get a passing mark in his class and that I might as well drop out. The office tactfully told me that I had too heavy a program, and French was dropped. The next term, however, I decided that I would like to include French in my program. Fortunately, this instructor did not consider a deaf student different from any other student and I became a member of his class. My term's work was well above average.

"I entered CCNY in 1946, when World War II was over and I was among the sea of veterans attending colleges and universities on the GI Bill of Rights. I had a rough year. It was my father who forced me to go to Gallaudet. He couldn't stand to see me studying into the wee hours of the morning trying to catch up with the veterans. I didn't have interpreters or notetakers. My mother and father helped me a lot and gave me full support. If it was not for my father's decision that I should enroll at Gallaudet, I would not be where I am today.

"When I entered Gallaudet in the fall of 1947, as a sophomore, my signs were still oral-sign-language. At first, I didn't want to go. Those three years at Gallaudet were the best of my life. What struck me was that there were deaf teachers—who signed." He especially enjoyed late-night "bull sessions" in College Hall. "At 11 p.m., room lights went out, but we would hang around in the hall, talking until all hours. I was active in different organizations at Gallaudet and held various offices there. I majored in Education and graduated in 1950 with a B.A. degree [in Education of the Deaf].

His first professional position was teaching mathematics and algebra at Minnesota School (now State Academy) for the Deaf. "I have prepared many boys and girls for Gallaudet." He learned to operate a Linotype machine there and joined the International Typographical Union af-

ter passing a rigorous examination. Although he continued to encounter anti-deaf prejudice, "with my ITU card my deafness was not considered a handicap and I was accepted on an equal basis with hearing members." He worked at the **New York Times** "for many summers," and "also spent summers traveling and working in different parts of the country, including Alaska."

In Minnesota, he was a registered basketball referee for 10 years, officiating at "small high schools, city leagues, and small Bible colleges. In my free time I learned to fly, an activity that ended soon after I had my solo flight." (After he left Minnesota, he no longer had time for that.)

"After teaching [at MSD] for 15 years, I was accepted into the Leadership Training Program at CSUN in 1965 for 8 months. I obtained my Master's [in Administration and Supervision] in August 1965 and went to teach at the California School for the Deaf in Riverside."

Bummy taught junior-high mathematics at CSDR for 4 years. He also taught local continuing-education classes for deaf adults and sign-language classes for hearing students. He served as an adjunct teacher at Riverside Community College, and has taken courses at NYU, Brooklyn College, SFSU, Ball State, University of Massachusetts, UC Riverside, UC Santa Barbara, UCLA, and the Gallaudet University Regional Center at Ohlone College.

In September 1969, he was appointed Supervisor of Media Technology Services, a position he still holds with distinction, and where he still has contact with CSDR students and other staff. His responsibilities include storage and distribution of some 2,500 captioned instructional films, videos, and other material under the U.S. Department of Education's Captioned Films and Videos for the Deaf program; CSDR contains the Region 6 depository, one of 50 nationwide. "I supervise staff members and the components in the Media Technology Department. These components for years were: library, media center, TV studio, photography, elementary/junior-high-school resource center, computer labs 1 and 2, interactive-videodisc lab, and captioned films/videos depository. A couple of components today have been shifted to different departments or no longer exist (such as the interactive-videodisc lab)."

"I believe that friendly persuasion, strategic planning, and an equitable management style are all important for effective leadership. A leader needs to present a positive image."

No overview of Bummy's accomplishments could hope to be complete without a mention of what he is most famous for. He has had a distinguished career as a parliamentarian, that is, an expert in the rules governing procedures in nonlegislative assemblies, who knows how to conduct meetings, preside over debates, advise the presiding officer (chair or president), and help keep things running smoothly and efficiently. This is a vitally important part of the democratic process on the grassroots level. Bummy holds membership in two national certifying bodies: the National Association of Parliamentarians (NAP) and the American Institute of Parliamentarians (AIP). He is considered the first board-certified deaf parliamentarian.

"Since my boyhood days, I have always been interested in meetings. It always bothered me how meetings were handled. The more meetings I attended over the years, the more the various proceedings confused me. In addition to a parliamentary course at Gallaudet, I had studied **Robert's Rules of Order** on my own.[5] In more recent years, I became so frustrated that I got a tutor to teach me. My diligence paid off. I took a written test and passed with NAP. Later I learned that there was another national parliamentary organization, AIP. I took a written test and a year later an oral test. Now I hold Registered Parliamentarian

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with NAP and Certified Professional Parliamentarian with AIP. I am proud to say that I was the first deaf person to take these exams but not the first deaf parliamentarian. That honor should go to Edwin Hazel as the first deaf parliamentarian."[6]

At hearing meetings, the parliamentarian sits next to the president, so they can converse on matters of parliamentary law and procedure without being overheard. Where ASL is used, a different arrangement is needed. At RID's 13th Biennial Convention (1993) in Evansville, Indiana, a "tent" (partition) was set up in front of the stage, so that the presiding officer could consult Bummy privately without being "overseen." It was a big hit with the attendees. (One attendee said, "The best thing was having a parliamentarian with a sense of humor . . . definitely Bummy Burstein.") A similar enclosure, called "Bummy's Box," was featured at the 1996 NAD Convention.

"To this date, I have conducted 153 parliamentary-procedure workshops all over the country, including a few times in Hawaii." His long list includes conventions, NAD, the Jr. NAD Youth Leadership Camp, state and national organizations, schools, clubs, and local communities throughout the nation and in Canada. He has served as parliamentarian at numerous conventions: NAD, Jr. NAD, TDI, CAD and other state associations, NBDA, NCJD, ALDAcon, Deaf Seniors of America, and CSD and Gallaudet alumni reunions. "I also review bylaws of organizations, and give advice—help them with standing rules.

"I wrote a booklet, "The Basics of Parliamentary Procedure," especially for deaf students." Almost 10,000 copies were printed and distributed at no charge by GUAA. "I am proud to say that my booklets have been used in Singapore, Colombia, and Tibet, as well as in the good ole' USA. Many adults have told me that they used the booklets to guide them during their meetings."

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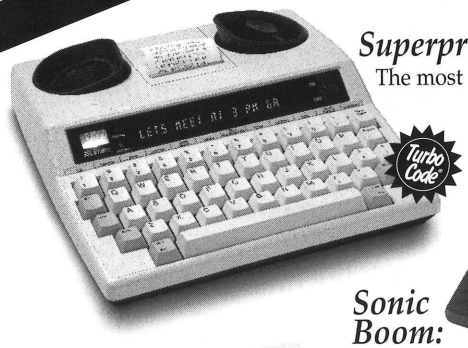

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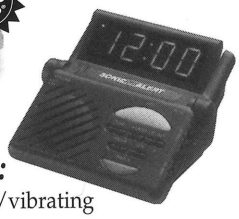

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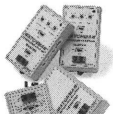

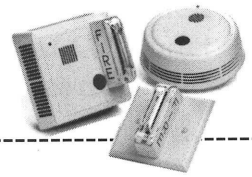

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CONTINUED FROM PAGE 16

The booklet has been expanded into **Bummy's Basic Parliamentary Guide** (DawnSignPress, 1996). It explains the basic concepts and rules, and shows how to do (and not do) things—all very simply and clearly. It contains a sign vocabulary of parliamentary terms (e.g., *agenda, call to order, chair, general consent, minutes, ratify, standing committee, table, unfinished business*). The "Principles of Parliamentary Procedure" (*courtesy to all, justice for all, rule of the majority, rights of the minority, favoritism to none,* and *one thing at a time*) deserve to be better known—and practiced.

Not to be overlooked are the "Bummyisms"—signs that he's invented. "There is no intelligent word [that means] the opposite of *postpone*, so [I coined] *prepone*—move the date back. For example, if the meeting was for March 10th and was changed to March 5th, I would say, 'Preponed to March 5th.' Likewise with *deprove*, for example: 'His work has deproved instead of improved.' *Language* ['until next language'] means communication in any form such as writing, talking, or signing. I use these words all the time, and some have already adopted them."

Then there is Bummy's sense of humor. He told his students at CSDR the story of an accountant who had served time in jail. After being released, he decided to "go straight." He was hired as a temporary staffer by a big firm, and was honest. But in one calculation he misplaced a decimal point, which lost the firm millions of dollars. He ended up back in jail. Then a tax audit revealed that he had simply misplaced a decimal point. Every time one of Bummy's students misplaced a decimal point, he would say, "Go to jail!" The students loved it.

Another example: "At the convocation for Dr. Merrill[7] some years ago, I, as President of GUAA, gave greetings to a full house at the Field House. There were two interpreters, one at each end of the stage. When it was my turn, I said something like this: 'These two attractive interpreters are

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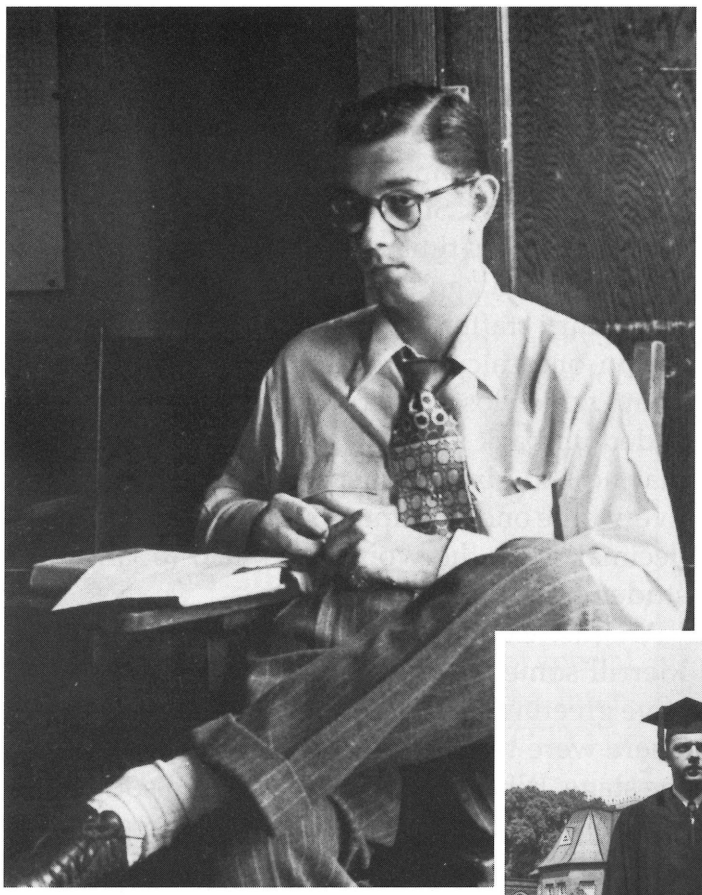
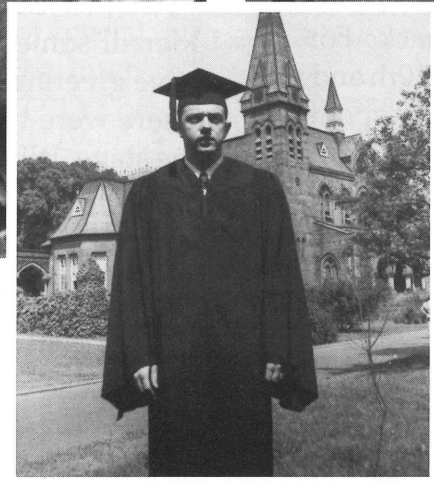
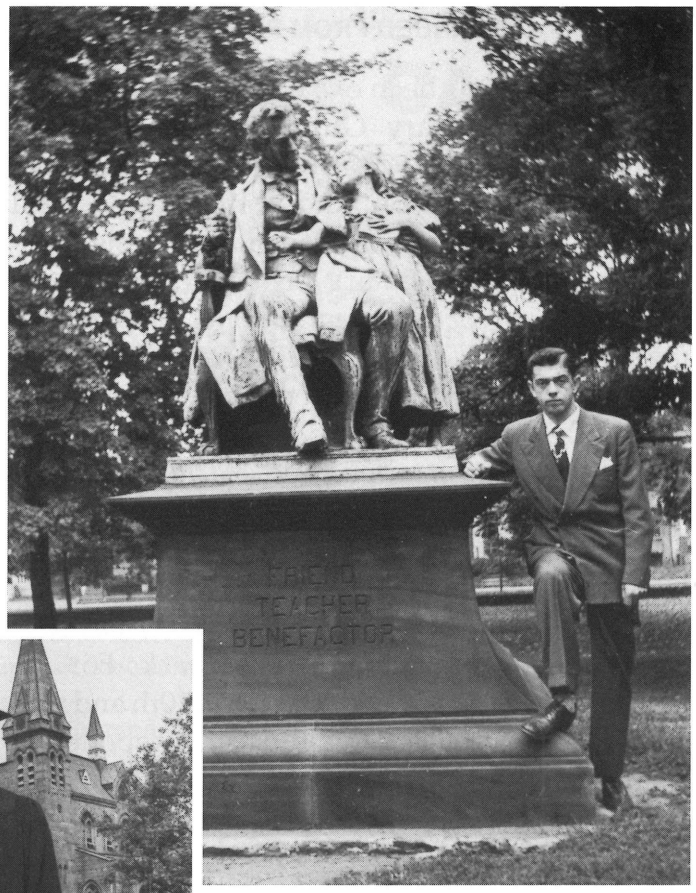


In a Gallaudet classroom, probably 1949-50. The extra-wide tie and sharply-creased cuffed pinstriped trousers were fashionable in those days. (Jeans and T-shirts were *never* worn to class!)



Commencement Day, May 1950. Bummy, having earned a Bachelor's degree in Education of the Deaf, stands in front of Chapel Hall and the Tower Clock.

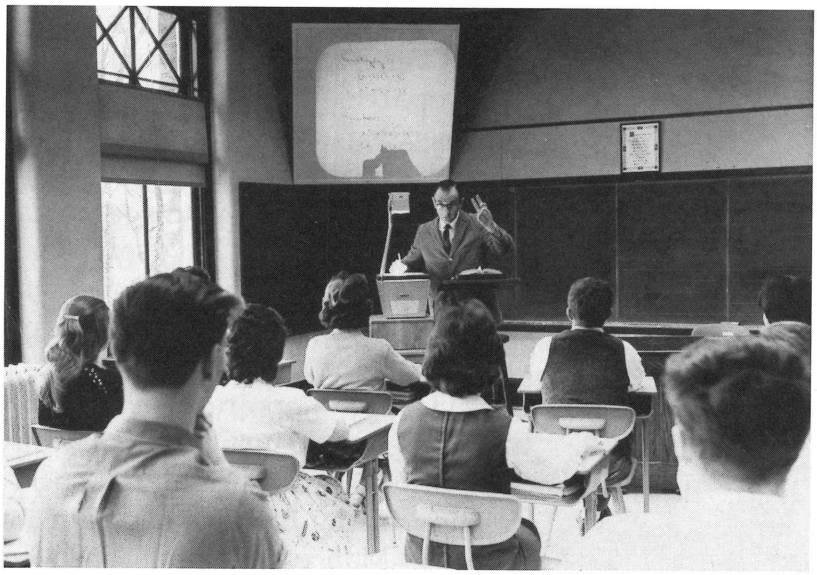


"The best years of my life"—Bummy as a Gallaudet senior, posing by another campus landmark, Daniel Chester French's statue of Thomas H. Gallaudet and Alice Cogswell. Date: probably Spring 1950.

onstage with me to make my signs look beautiful. I would call them *stereo-preters*. The one on my right is *woofer* and on my left, *tweeter*.' That brought the house down and I got applause for it. The following year was the same thing for a different event. I repeated it and added that I noticed in the back of each side were two more interpreters—in the right aisle was *bass* and the left aisle *treble*. Again, it brought the house down and got tremendous applause."

In November 1985, Bummy went to France as GUAA representative to participate in the 200th-anniversary celebration of Laurent Clerc's birthday. He attended a national Deaf convention in Bourg-en-Bresse, and was impressed by the way participants applauded by waving their arms and hands in the air. He gave an address and got a standing ovation. "The action was so beautifully synchronized that it was just like a sea of waves and almost made me seasick," he later wrote.[8] Shortly afterwards, he and Gil Eastman unveiled a plaque honoring Clerc at his birthplace in La Balme-les-Grottes, then returned to the States. In summer 1986, Bummy gave a parliamentary-procedure workshop at the Jr. NAD Youth Leadership Camp in Pengilly, Minnesota, told the campers about his experiences in France, and showed them how to applaud French-Deaf style. Campers and staff immediately adopted it, and taught their friends. "Deaf applause" spread everywhere.

On October 24, 1986, a convocation was held in Gallaudet's Field House. On that day, Gallaudet College officially became Gallaudet University. Honorary degrees were bestowed on President Jerry C. Lee, Boston University President John R. Silber, and on Bummy Burstein. Thus Bummy was the first deaf person to receive a doctorate, honorary or earned, from Gallaudet University. Another distinction.



Bummy taught algebra and math at the Minnesota School for the Deaf, Faribault, for 15 years (1950 to 1965). This photo, showing him using an overhead projector to demonstrate linear equations, was probably taken in the early 1960s. He inspired at a 1957 MSD graduate, Jim Potter, to choose a teaching career. Potter became a math teacher at MSAD, and received CAID's "Outstanding Teacher" Award in 1991.

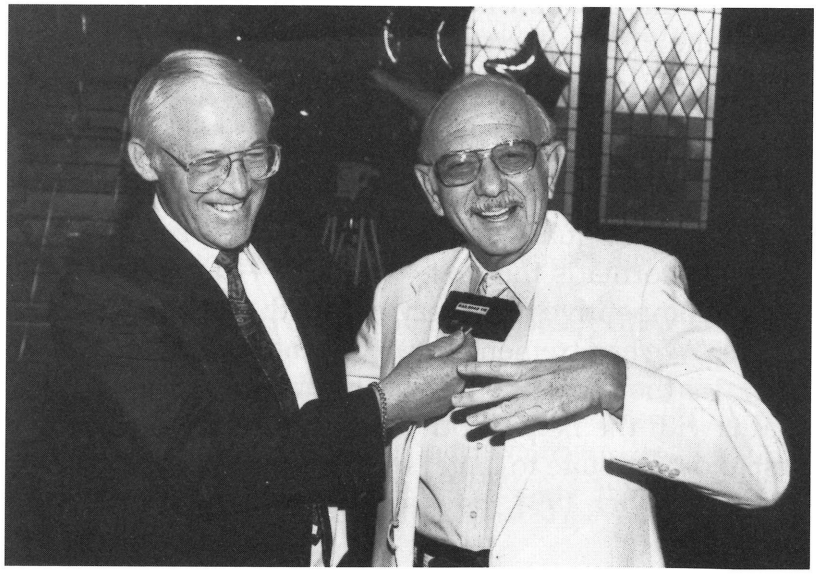
In August 1987, Lee announced his resignation. Less than a month afterwards, Bummy, as GUAA President, officially endorsed a deaf president for Gallaudet University. He sent a letter to GUAA, NAD, and NFSD. All agreed and promptly began working towards that goal, although each followed different strategies.

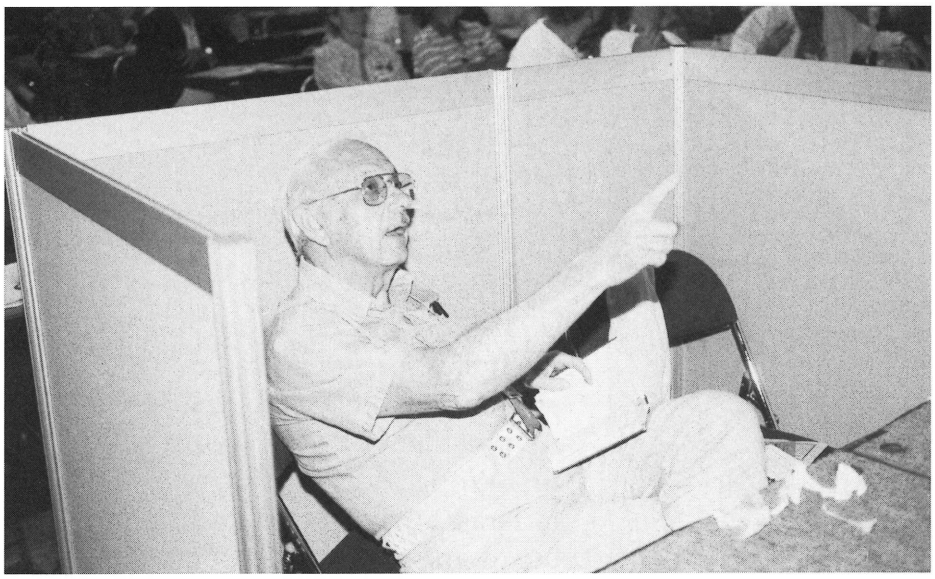
The Deaf President Now revolution erupted on March 6, 1988. Summoned to campus, Bummy took an overnight flight from Riverside, arriving in Washington early in the morning of Tuesday, March 8. He convened a meeting of local GUAA board members, raised a $1,000 contribution to the DPN Fund, met with Provost Catherine Ingold, held a press conference, and addressed the crowd at a rally outside Chapel Hall. Bummy affirmed GUAA's support for the protest. That night, he flew back, and on the last day of DPN, the same day Dr. Jordan was appointed president, gave parliamentary-procedure workshops to students at the Illinois School for the Deaf and members of Jacksonville's Deaf community. A newly-politicized community needed the training more than ever. (Incidentally, Bummy had given a workshop to the Student Body Government a mere week before DPN began.)

Bummy's service record is, to put it mildly, extensive. From 1982 to 1992, a full 10 years (three terms) he was president of GUAA, its longest-serving president ever. He served two terms (1974-78) as president of NCJD and two terms (1981-85) as president of CAD. He chaired the bylaws committees of NCJD, CAD, and Temple Beth Solomon of the Deaf. As president of NCJD, he attended the first World Organization of Jewish Deaf in Israel in 1975, and became a WOJD board member. He has been a board member, treasurer, and vice president of CAD, board member and vice president of NCJD, and secretary-treasurer of Convention of American Instructors of the Deaf "for many terms—can't remember how many." He has served as vice president of AIP's Riverside Society, an NAD delegate to four conventions, and participated on NCI's Consumer Advisory Board. He chaired CAD's convention in Riverside, and has been a popular Master of Ceremonies and moderator at various gatherings.

He chaired the Deaf and Disabled Telecommunications Program Administrative Committee,

Says Bummy: "Jack Gannon, the Executive Director of GUAA, reminded me from time to time to wear a tie, 'cause I'm known for not wearing [one to] important functions. Told him I could not afford a tie. He replied, 'Get a railroad tie.' For his 25 years of being Executive Director, GUAA honored him with a dinner [in 1993], and I was MC. I surprised Jack and all with a *railroad tie* [an actual piece of railroad-tie wood fastened with string]."





NAD's 1996 Convention featured "Bummy's Box"—a 3-sided enclosure made from exhibit-booth panels. This enabled Bummy and NAD President Ben Soukup to see each other clearly and have direct but private communication. Since the parliamentarian guides and advises the presiding officer, who makes the final decisions, the audience should not see what advice is accepted and what is rejected. (Photo courtesy of NAD)

which reported directly to the California Public Utilities Commission. One of his proudest achievements is his role in helping to get the nation's first statewide telephone-relay system launched, "with the help of the Committee when I was president of CAD." (He also helped launch a TTY-distribution program.) Since 1979, he and the other members of the Committee had lobbied for the establishment of a statewide 24-hour TRS. After 8 years of legislative planning, California finally became the first state to implement a TRS. It was launched on January 1, 1987, with AT&T as a provider. Other states—Arizona, Utah, New York, Alabama, Minnesota, Hawaii, Connecticut, Washington—followed suit. By the time President Bush signed the Americans with Disabilities Act in July 1990, around half of the states had TRS. Now, of course, they all do.

California's contract was awarded to Sprint in October 1991, and to MCI in 1996. Complaints about the poor quality of the service multiplied. Now California is the first—and only—state to have a competitive relay service—with two providers. "We had tremendous problems with MCI and I was the one who started to bring in Sprint—again, with the help of others. California is the first and only state to have two relay services.

In September 1994, he was appointed to the California Assistive Technology Systems Steering Council for the Department of Rehabilitation. "Serving in various organizations gives me the pleasure of working with people. The many organizations and offices I have served are too numerous to mention. I am indebted to deaf people for many honors that I have received."

These honors are, likewise, "too numerous to mention." A few favorites: The 47 Alumni Association of the Deaf named him its 1990 Man of the Year. Then he received the State Superintendent's Public Service Award. In 1991, he received the Robert W. Leiman Award of the International Platform Association (a high-prestige organization of public personalities, statespeople, and media stars) for popularizing parliamentary procedure. The award, a large engraved silver bowl, is proudly displayed in Bummy's house, along with his extensive collection of plaques, certificates, mementos, and original works by first-class deaf artists.[9] Soon afterwards, he received CAID's Howard M. Quigley Award, presented annually to an outstanding teacher of the deaf. (Dr. Quigley had been superintendent of MSD when Bummy began his professional career there as a math teacher.) In nominating him, CSDR Superintendent Kenneth D. Randall noted: "He is frequently the first professional staff member to arrive at [the] School and the last to leave. His avocation is truly his vocation. Very few people would admit that they live their jobs. 'Bummy' can and does."

In February 1992, Bummy was inducted into the Governor's Hall of Fame for People with Disabilities. He told Barbara Metzler of the Riverside **Press-Enterprise**, "I was surprised I am classified as disabled."[9] In July 1992, GUAA gave him its Alice Cogswell Award. The citation said that he "is in a class by himself."

He has been named to NCJD's Hall of Fame and has received the Riverside Lions Club's Recognition of Outstanding Service, National Center on Deafness at CSUN's Distinguished Service to Deaf

People, and the Dedicated to Service Deaf Community Award from GUAA's Los Angeles Chapter.

When Steve Brenner asked Bummy what it took to be a good leader, Bummy replied, "I believe that friendly persuasion, strategic planning, and an equitable management style are all important for effective leadership. Basically a leader needs to present a positive image." His advice to future leaders: "Be involved, be active, and be positive. Maintain a positive attitude, develop a high self-esteem, and exhibit an attitude of cooperation and teamwork. Learn the difference between assertiveness and aggressiveness. Have a good personality and a sense of humor." Words that Bummy has lived by . . . and practices.

He proudly told Barbara Metzler, "I'm doing many, many things the average person doesn't do."[10] That's Bummy, all right. Always doing something. And strictly one of a kind.■

Deaf Life Photos courtesy of G. Bummy Burstein

NOTES

[1] Laurie Lucas, "Parliamentarian makes it a rule to play by the rules/Rare distinction goes to leader of the deaf," **Press-Enterprise** (Riverside, California), March 2, 1992. According to Lucas: "A widower, Burstein has no children and lives alone in the Canyon Crest home he shared with his late wife, Theresa. She was also deaf. They met at Gallaudet, but didn't marry until 1967. She taught multihandicapped children at the California School for the Deaf until her death at 49 in a freeway accident involving a drunken driver in 1973."

[2] Bummy was MC at the 1968 NCJD Convention in Los Angeles. "Marilyn Maxwell, a well-known movie actress in her day, was there as a guest of her secretary Jean Greenberg, who was a member of Temple Beth Solomon. (She had deaf parents.) Jean interpreted my jokes and comments for Marilyn. At that time, interpreters were almost unheard of. Anyway, Marilyn laughed so hard—almost laughed her head off. Thus she called me 'Bob Hope of the Deaf.' I have her autograph mentioning it."

[3] This and several other quotes are taken or adapted from Steve Brenner's interview, "NCJD Personality—G. "Bummy Burstein," published in the Spring 1994 issue of the **NCJD Quarterly**. The National Congress of Jewish Deaf (NCJD) is now the Jewish Deaf Congress (JDC). Used with permission.

[4] In the mid-19th century, when Brooklyn was still a collection of villages linked by horse-drawn trolleys, snobbish New Yorkers called Brooklynites "trolley dodgers." The nickname was applied to Brooklyn's leading baseball team. Later, the "Trolley" was dropped, and the team became officially known as the "Brooklyn Dodgers." During the Depression era, and for decades afterwards, during their long losing streak, they were commonly (and affectionately) known as the "Brooklyn Bums," "Dem Bums," or "Dose Bums." Everybody—sportswriters, fans, team officials—called the Dodgers "Bums." "Bums" fit nicely into headlines. And it was good for laugh.

After the Dodgers were sold to Los Angeles in 1958, amid fans' long-lasting outrage and grief, the nickname was no longer apt and gradually fell out of use. They just weren't "Dem Bums" anymore. Nobody calls the Los Angeles Dodgers the "L.A. Bums." (See Jack Smith, "The Dodgers Once Dodged the Trolleys," **Los Angeles Times**, May 3, 1989.)

Bummy notes that the Minnesota Lakers basketball team (they were still in Minnesota while Bummy was teaching at MSD) likewise moved to Los Angeles—they're now the Los Angeles Lakers. "Many people I know are still disgusted with the Dodgers and won't have anything to do with them. Well, as for Bummy, I still root for both but not as powerfully as I did."

[5] **Robert's Rules of Order** were compiled by Major Henry Martyn Robert (1837-1923), a U.S. army officer and engineer with a religious background, who became an expert in U.S. parliamentary law and procedure. Says Bummy: "He was not a lawyer, statesman, or politician." One of his major projects was constructing a seawall on Galveston's beach, which also contains a monument in his honor.

Robert's **Pocket Manual of Rules of Order for Deliberative Assemblies** was published in 1876. It was an immediate success, as was the second edition, **Robert's Rules of Order Revised for Deliberative Assemblies** (1915). He continued to revise his **Rules of Order** throughout the rest of his life. Nowadays, we use a modernized revision; Robert's original texts don't make easy reading. Bummy notes: "His language in the **RROR** is archaic and to many, many people makes no sense. For example, *I move the previous question* means *I move to close the debate*. Nuts!" Robert wasn't the only author of a standard parliamentary guide, but his work is the best-known. Robert is to parliamentary procedure what Edmond Hoyle is to card games.

[6] Edwin Meade Hazel, an alumnus of Illinois School for the Deaf, was the first certified deaf parliamentarian. He invented and patented a parliamentary-procedure slide rule and pocket chart, wrote a column for **The Deaf American**, and officiated as NAD parliamentarian for many years. Bummy is, however, the first deaf person to pass the written and oral examinations. (He used interpreters for the oral exam, of course.)

[7] Dr. Edward C. Merrill (1920-1995) was Gallaudet College's fourth president (1969-1983). He gave friendly, and wise, advice to Dr. I. King Jordan during the DPN protest.

[8] See "Saga of the Waving Applause," **DEAF LIFE**, July 1992.

[9] These include sculptures by Fred LaMonto, paintings by Robert Freiman, both contemporary, and several copperplate etchings by Cadwallader Washburn (1866-1965).

[10] Barbara Metzler, "Deaf instructor stresses ability in disability/Educator-activist honored for work," **Press-Enterprise**, March 2, 1992.

"A time to celebrate,

Elisabeth A. Zinser
Chancellor, University of Kentucky-Lexington Campus

Last month, we published a cover feature about the 10th anniversary of the "Deaf President Now" movement. We contacted (or tried to contact) a number of persons who had played key roles in the revolution. We received several replies. Our questions to Dr. Elisabeth Zinser were forwarded from the University of Idaho to the University of Kentucky. Although her response reached us at the end of February, after the March 1998 issue had gone to press, we were delighted to get it, and are publishing it now.

We asked her the same questions we asked the others. These are the questions we posed:

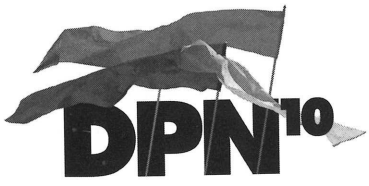
We at **DEAF LIFE** have begun work on a cover feature commemorating the 10th anniversary of the "Deaf president Now!" revolution at Gallaudet University. You are invited to participate. I'd like to know how you feel about your experiences during DPN, and what impact DPN has had on the Deaf community.

What impact has DPN had on *your* life? On the lives of your family and friends?

How do you see your role in DPN as a major historical event for our community? Do you see it in the context of the general disability-rights movement? Why or why not?

Some points you may want to address:

During DPN Week and for some time afterwards, the concerns of the Deaf community were given front-page, prime-time coverage, and hearing people's interest in Deaf matters (ASL, Deaf culture) was at an all-time high. Yet, judging from the way the media perceives us now, sometimes I wonder if DPN made much of a dent in our collective consciousness. E.g., the cochlear-implant movement's aggressive "recruiting" of more deaf children; more mainstreaming, coupled with the decline in residential-school enrollment; the soon-to-come closure of the Nebraska School for the Deaf, and the replacement of effective Deaf Commission advocates with politically-appointed hearing advocates (as in Connecticut and New Mexico).



Do you feel that DPN altered the media's perception of Deaf people? Why and why not? Major U.S. newspapers and news bureaus still routinely use expressions like "deaf and dumb," "deaf-mute," "hearing-impaired individuals," and "sign-language interpreter for the hearing impaired."

Do you feel that the campaign to get more deaf children fitted with cochlear implants is a "Hearing" backlash against the movement for Deaf civil rights? Why or why not?

Do you feel that, despite DPN, the medical establishment still sees deaf people in terms of pathology—as having defective equipment that needs "fixing"?

On the plus side, do you feel that DPN directly or indirectly encouraged the community to mobilize for getting more accessible communication, ASL recognized as a language, the formation of Bi-Bi magnet schools, more Deaf teachers and superintendents? How? (DPN certainly assisted the passage of the ADA.)

The controversies over Deaf literacy, how English should be taught, and Deaf under-employment remain just as bitter . . . and unsolved. Gallaudet University is still the target of intense criticism by those who feel that there's too much emphasis on "Deaf power" and ASL and too little

A FOLLOW-UP

but much work to do"

on literacy. Comments?

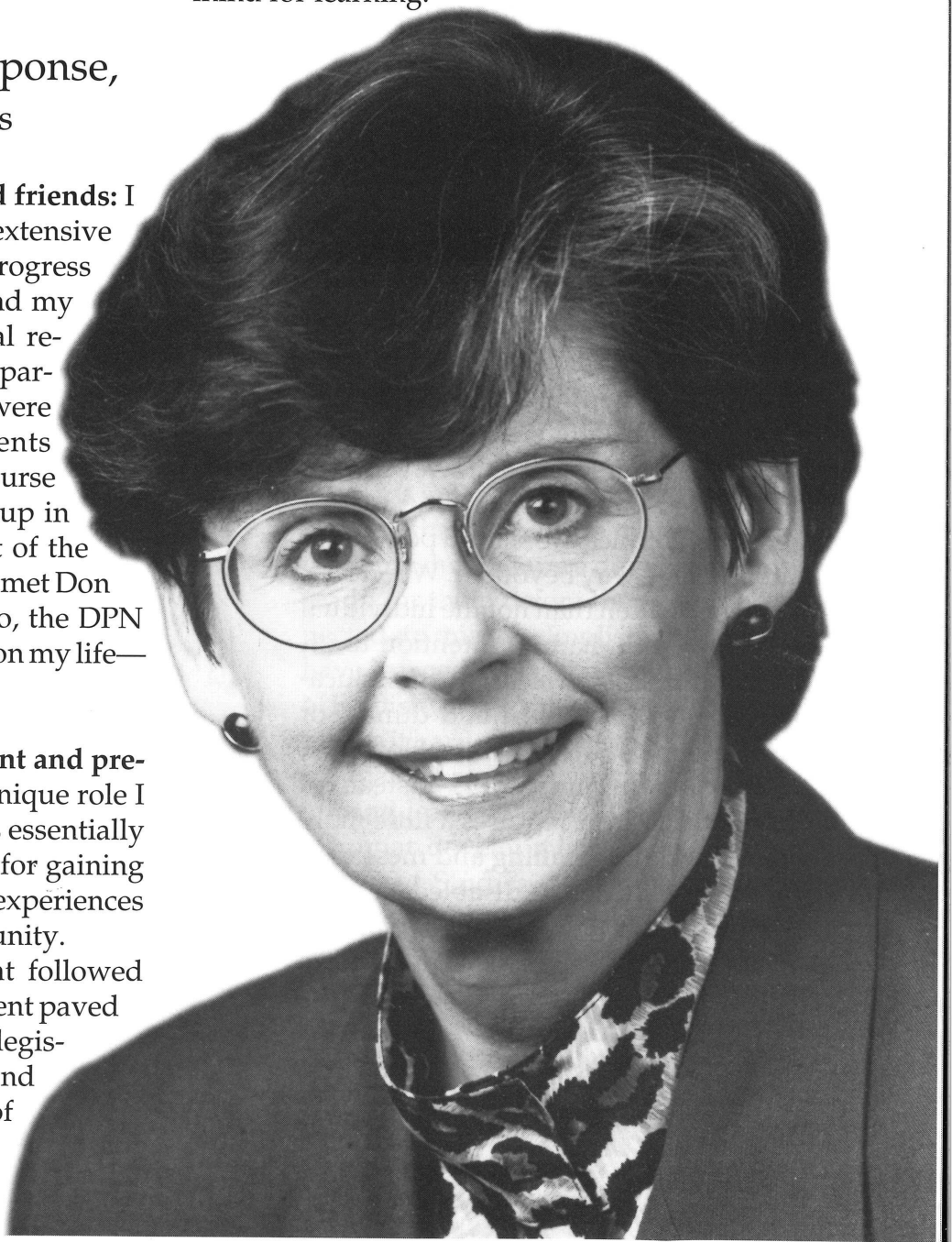
DPN showed what deaf people—ASL-Deaf, oral, hard-of-hearing—can do when united for a common cause. Is there less evidence of unity in today's Deaf/deaf community? Have we become complacent? Are things "too comfortable" for us? Why or why not?

Here is Dr. Zinser's response, in full.—The Editors

The impact on my life, family, and friends: I benefited professionally due to the extensive visibility, becoming a partner in progress rather than an obstacle in its way, and my good fortune to have earned mutual respect with the Deaf community. My parents and brothers, and my friends, were drawn to the meaning of the events through me. And, had I not changed course with the tides of change and ended up in Idaho shortly thereafter as President of the University of Idaho, I would not have met Don Mackin who became my husband. So, the DPN had a direct and an indirect influence on my life—all positive.

My role in DPN as a historical event and precursor of progress: My view of the unique role I played in the DPN movement itself is essentially the same as it was ten years ago, but for gaining more and more appreciation for the experiences and achievements of the Deaf community.

Reflecting back over the years that followed DPN, it is clear to me that this movement paved the way for the passage of important legislation on behalf of disability rights and that it set in motion a major change of practices in organizations throughout this nation and presumably in many others. For example, having sign-language interpreters for church services and events of all kinds is quickly becoming a common practice. I've witnessed great fascination by hearing children toward sign language, and see curiosity is the first step to an open mind for learning.



DPN's influence on the collective consciousness: Your observations about actions that seem to be regressive concern me. I cannot comment on the individual events you cited, and it is difficult to ascertain the underlying reasons for them. In some cases, it may be fiscal or other problems. In some cases, it may be "in the eye of the beholder" even within the deaf community as to whether a change is good or bad. In some cases, I'm sure it is a step backward. Over human history, progress is a jagged movement forward—as we say, "two steps forward and one step backward." In general, looking at the landscape of American consciousness about people who are deaf and hard-of-hearing, and their institutions, I find a much more enlightened interest and understanding. Ignorance and prejudice persist, but are gradually giving way to insight and appreciation. Gallaudet University has a leadership role in this regard for the American higher-education community and for the public at large.

Media's perception: It is painful for me to see media references such as those you cite. I see far less of it, however, than I did a decade ago. Each time we see signs of ignorance, we should point it out and point the way beyond it. When I do, I find more often than not the individual or organization had no intention to offend and readily welcomes the education. In my view, "deaf and dumb" or "deaf-mute" is unforgivable. However, to say "hearing-impaired" instead of "hard-of-hearing" requires a little more exposure to the meaning and messages. We still use the term "disabled," for example, and I much prefer "differently-abled." Yet, what is not a subtle difference to me remains too subtle for some. We need to keep the faith and notice the *two steps forward*, and try not to labor on the *one step backward* or the slowness of human nature to change outmoded habits and prejudices. I believe changes of heart and attitude come before changes of language to reflect them; so, I hope you will not lose faith when we hearing people fall into a speaking habit that is inconsistent with our emerging and more enlightened beliefs.

I am grateful to have been drawn to the Deaf community and to Gallaudet University, and to be welcomed back into the DPN Tenth Anniversary.

Campaign for cochlear implants: No, I do not see such a campaign as a "hearing backlash" against respect for the deaf community and civil rights for the Deaf. Rather, I see this as a campaign for choice through emerging technologies. We are a very technological society, and we value research that gives people choices and opportunities. Research and technology developments for all sorts of human physical changes and choices are inherent in modern society, probably also a natural tendency of human nature. If cochlear implants are available, why not make sure those who could use them know of them? Let such persons decide for themselves if they want to be one way or another. The key is to respect the persons or families who reject them as much as we do those who chose them.

The medical establishment: You are asking this of a nurse by training, so my response may be "tilted" by that experience and perspective. First, I define the "medical" establishment as M.D.s, not as nurses, dentists, pharmacists and others who are part of the health-care professions generally. These professions differ as much as do the philosophies of individuals within them. In general, medical doctors are oriented to pathology and curing diseases. They look at issues in a disease model. This causes them to view "deviations" from average as problems to be "fixed." But, this is not the case for all doctors. I know many who are very

sensitive to the special qualities of life and perception that come only through the experience of deafness. More doctors than nurses, as a general rule, approach deafness from a "disease" model. More nurses approach deafness from an "experiential" model, believing that the human condition can be experienced in many different ways and that individuals create their unique happiness, qualities and contributions out of the fabric of their own characteristics—physical, intellectual, emotional, and spiritual. Thus, and as a generalization, some health professionals trained heavily in physical sciences and engineering may be more likely to view deaf and hard-of-hearing people as lacking something. Many, however, recognize or may be more open to learning that the Deafness for some is not a physical condition.

DPN encouraged the mobilization of more accessible communication: Absolutely. It played a major role in the passage of the ADA. It also played a major role in the routine use of interpreters in events, in classrooms, in churches, etc. And it propelled technology advances for better telephone systems for communications Deaf-with-Deaf and Deaf-with-Hearing. The best model for all organizations is the new Gallaudet University Kellogg Conference Center. This is an international standard and resource for accessible communications through technology, training, and education. Moreover, the captioning today in stage and movie theaters moved far beyond what it was. Phil Bravin provided strong leadership for the National Captioning Institute. Having said these things, I see a long road ahead and much work to do.

Deaf literacy and the teaching of English: I am far from being "an expert" on this subject, and I dropped my sign-language classes due to the new direction my career took after DPN. The demands on me to learn lots of other things in Idaho and now Kentucky curtailed my ability to invest the time in learning a new language.

I am sorry to hear your observation of continuing bitterness about literacy and teaching of language. I am oriented to encouraging people with all varieties of abilities and characteristics to learn wide-ranging skills to liberate themselves to move about in many different worlds and cultures. I curtailed my own flexibility by not learning sign language in the end (although I aspire to do so when I can). A deaf person curtails his or her flexibility by not learning English early and well. Having said that, I believe ASL is and should be highly valued, and that we will all be better off when the clash between ASL and spoken English is over.

As to the teaching of English and the teaching of ASL, I leave the subject to the experts at Gallaudet University. Among the many experts there is the appointment of Dr. Judith Mounty to the Powrie V. Doctor Chair of Deaf Studies.

As a layperson, I have been moved by the argument that young Deaf children who learn ASL early on make better progress in learning a variety of subjects because the subjects are more accessible to them when they are developmentally ready for them before they could be expected to master English. Likewise, I have learned that delaying the learning of English (or any other second language) makes it harder to learn later. It seems to me that we need to work toward teaching and learning of both, letting experts in human development, Deaf education, and Deaf Studies determine the direction based on objective and genuine research and inquiry.

There are major implications for Gallaudet University. First, Gallaudet is the premier university of, by, and for deaf and hard-of-hearing people, and for the rest of society to understand,

It is a time for celebration, reflection, learning, and renewed commitment. I'm glad to be a part of it now, as I was then.

respect, and engage with them. Thus, Gallaudet is and should be the flagship university among all others in research, teaching, and learning for new knowledge and advanced understanding of Deaf literacy, the teaching of English, Linguistics, and all subjects of Deafness. The research advances of that University are respected by the higher-education community, more so than ever in the wake of a 12 years as a full university and in the decade since the revolution for Deaf rights. New doctoral programs have begun (e.g., Clinical Psychology and Audiology), and more undergraduates there are moving on to graduate schools at other universities.

Second, as the leader, Gallaudet will always be the "lightening rod" for complaints about what we do not know or do along these lines. Gallaudet deserves to be celebrated for each achievement along the way, just as it must expect to be criticized as will any leader that is the object of high expectations. With the world attention and the flagship status, Gallaudet University can always expect to be under a bright light in times of celebration and under a microscope in times of skepticism. That is the nature of an outstanding and progressive University with a bright future.

This is why I am glad the DPN movement is being celebrated upon its 10th anniversary. It is a time to celebrate the achievements of Gallaudet University in the decade between 1988 and today. It is also a time to focus on priority issues that need its attention in education, research, and public service. This conversation throughout the week of celebrations will help to inform the agenda of the University in the decade to come.

Unity among deaf people: I cannot comment on this, as I am not close enough to know. What I do see in association with deaf and hard-of-hearing students is a great deal of pride and hope, referenced to progress in their lives which many attribute in no small measure to the DPN movement. People are so diverse, and America is so oriented to individual differences, I'm not sure we will see perpetual "unity" in any one group over time. People have multiple identities, which is wonderful. Their associations, therefore, ebb and flow with their interests and needs in relation to these identities. Such is the case for those who are deaf or hard-of-hearing. So, is there complacency? I doubt it, but don't know for sure. I have more faith, I guess, along with my awareness that prejudice persists in our society along all sorts of dimensions. I believe it is much easier now than a decade ago, however, for a deaf person to confront prejudice and get some resolution. Again, a lot of work lies ahead for educators and society in general.

This touches on all your points to the best of my ability and within the short time I can devote to responding. Know that I am grateful to have been drawn to the Deaf community and to Gallaudet University, and to be welcomed back into the DPN Tenth Anniversary. It is a time for celebration, reflection, learning, and renewed commitment. I'm glad to be a part of it now, as I was then. And, I expect to learn a good deal more when on campus at Gallaudet next week.

Your own observations and questions have been instructive for me. And I thank you for inviting me to be a part of your cover feature.■

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. . . A FEW MORE WORDS

The Sayings of Chairman Spilman

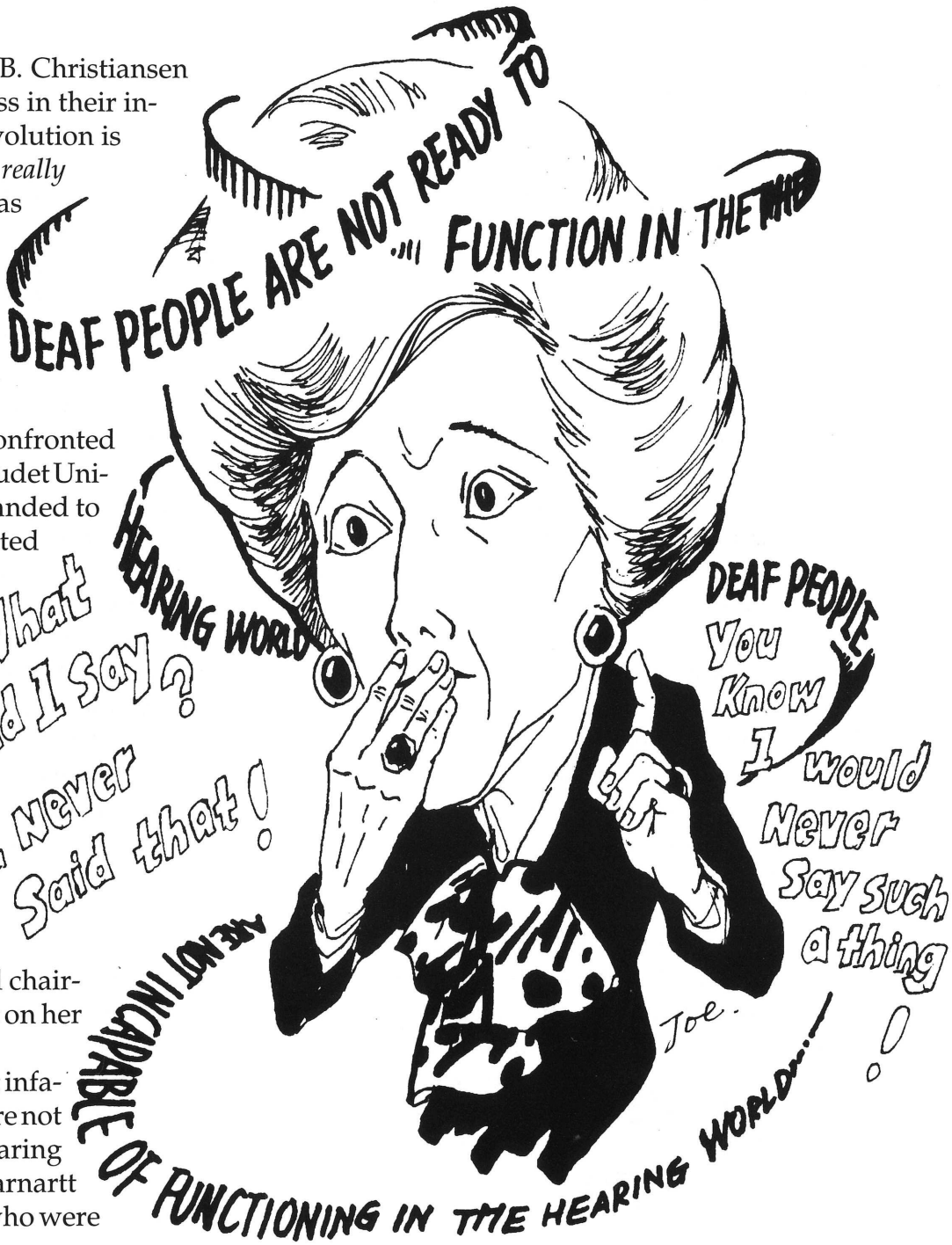
And in the final analysis, if something is believed to be true it may not make much difference if it really is true.

—John B. Christiansen and Sharon N. Barnartt, **Deaf President Now**

One of the issues that John B. Christiansen and Sharon N. Barnartt discuss in their in-depth account of the DPN revolution is whether Jane Bassett Spilman *really* said what she was quoted as saying at the Mayflower Hotel on Sunday evening, March 6, 1988, shortly after the Board of Trustees' decision had become known to the crowd gathered at the Field House.

That night, Spilman was confronted by representatives of the Gallaudet University community who demanded to know why the Board had selected a hearing candidate for the presidency, instead of a deaf candidate. According to DPN mythology, she replied that deaf people weren't ready to function in the hearing world. This remark, once it got around, angered the protesters. It aroused and united them. Ironically enough, it benefited the DPN cause. It also sealed Spilman's fate as Board chairman and left a blot of discredit on her reputation.

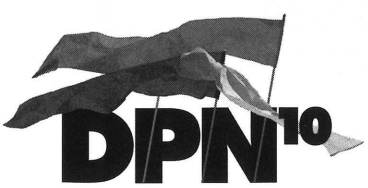
Did Spilman *really* make that infamous° remark, "Deaf people are not yet ready to function in the hearing world"? Christiansen and Barnartt interviewed several persons who were


DEAF PEOPLE ARE NOT READY TO FUNCTION IN THE HEARING WORLD
What did I say?
I never Said that!
DEAF PEOPLE You Know I would Never Say such a thing
Joe.
ARE NOT INCAPABLE OF FUNCTIONING IN THE HEARING WORLD!!

present during that fateful meeting at the Mayflower Hotel. They gathered conflicting testimony as to just what she *did* say—a) an insulting remark, or b) another statement entirely ("Deaf people are not incapable of functioning in the hearing world").* As they note: "Even though there are conflicting views on this matter, it appears virtually certain that Spilman did not say what she was subsequently quoted as having said." But the damage was done, and "the alleged comment has had remarkable staying power." Press conferences, frantic public-relations efforts, public appeals—nothing could undo it.

Perhaps the worst aspect is that although Spilman publicly denied making this outrageously insulting remark, people nonetheless believed she had said it. She was perceived to be insensitive, arrogant, showing disrespect towards all deaf people, an example of the "plantation mentality."

By Deaf Culture standards, she was certainly old-school. Although she had been Board chairman for 8 years, she had never learned to sign. (She claimed that it just wasn't practical for her to do so.) Some of those who knew her later said that she didn't consider deaf people her equals, that Gallaudet University was her pet charity. Nonetheless, she was an effective and fair-minded Board chair. She was committed to the welfare of Gallaudet University, and devoted a great deal of time and energy into her Board responsibilities. And yes, she *wanted* Gallaudet to have a deaf president. During DPN, she was the only hearing Board member who tried to communicate with the protesters, to reach out, to establish dialogue. But in DPN mythology, she has gone down as the one who insulted deaf people by saying they weren't ready to function in the hearing world. It was a bitterly ironic finale to her career as Board chair. She may have had a 19th-century attitude towards deaf people. But she acted in what she felt were Gallaudet's best interests, and resigned from the Board because she believed that was in Gallaudet's best interests, too. She deserved a better send-off.



Her situation was far from being unusual. History is full of misattributions—quotations that were never said by those who supposedly said them.† The study of misquotes, misunderstood quotes, distorted quotes, and faked quotes is a subject in itself.

Some "familiar quotations" are complete fakes, but everyone comes to believe them. The famous (or infamous) bank robber Willie Sutton is still quoted as saying, "I rob banks because that's where the money is." He denied ever making this wisecrack, and insisted that a reporter made it up and "credited" it to him.

Sometimes reporters or PR staff are responsible—as with most of Ronald Reagan's snappy sayings and all Sam Goldwyn's famous one-liners—e.g., "Gentlemen, include me out!"

Some of these "inventions" are amusing. Case in point: Mason Locke "Parson" Weems' tale of young George Washington and the cherry tree—"I can't tell a lie, Pa." Every schoolchild knows that story, but is it true? (If it's nothing more than Weems' invention, does it matter?)

Some are tragic. Everyone thinks of the ill-fated French queen Marie Antoinette as having said, "Let them eat cake" (*Qu' ils mangent de la brioche*) when she was told that the French peasants were discontented because they had no bread. It supposedly characterized her attitude of lighthearted indifference to the starving masses. It is her most famous remark—indeed, the *only* remark most people can remember about her. And it supposedly helped light the flames of the French Revolution that destroyed her and everything she represented. But the fact is that she never made this remark. She certainly said, and did, some very foolish things, and there is no question that she angered many French people by her misjudgments. But she never said, "Let them eat cake!"

The tale has been traced to Rousseau, who included it in his **Confessions**, written in 1778, well before Marie Antoinette was supposed to have said what she did. Rousseau wrote: "At length I recollected the thoughtless saying of a great princess, who, on being informed that the country people had no bread, replied, 'Then let them eat cake.'" That "great princess" was *not* Marie Antoinette.

"You can fool all of the people some of the time and some of the people all of the time, but you cannot fool all of the people all of the time" has

come down to us as a genuine saying by Abraham Lincoln, but there is no contemporary evidence that he ever said it. However, it *sounds* so Lincolnesque that many people still believe it's authentic.

What about slight misquotations? In one of his fascinating collections, **More Misinformation**, Tom Burnam notes, "A kind of folk editing, sometimes for the better, seems to apply to famous remarks. Churchill's reputed 'blood, sweat, and tears' is [an excellent] example. His actual words were 'blood, toil, tears, and sweat.'" Likewise, General William Tecumseh Sherman didn't exactly say, "War is hell." At a public address in 1880, he declared, "There is many a boy here today who looks on war as all glory, but, boys, it is all hell." Newspapers reporting his statement shortened it, and the short version became famous.

Misquotes can, however, make trouble for their supposed sources. Former GM President Charles E. Wilson is supposed to have said, "What's good for General Motors is good for the country" during a Congressional hearing in 1953, when he was a candidate for Secretary of Defense. He actually said, ". . . for years I thought what was good for our country was good for General Motors, and vice versa." The misquote was used to promote an image of Wilson as ruthless and corrupt.

Then there are remarks that really *are* said—and the person guilty of making them denies that s/he made them, or insists that they were made in another context. (E.g., Jesse Jackson's "Hymies from Hymietown" remark, and Detective Mark Fuhrman's taped comments about "niggers.") This happens pretty often with VIPs, politicians, and presidential candidates. We don't think this is what Spilman did. She was trying to set the record straight—to no avail. People *still* believed that she said what they thought she did.

And since most everyone believed it was true, in their minds, she was guilty.

What happens when our perception of a person is influenced by something they are commonly perceived as having said—but which they didn't say?

At the rally on Tuesday, March 8, crude effigies° of Spilman and Dr. Zinser were hanged and burned. That might very well have happened even if Spilman had gone on record as saying something complimentary to deaf people. Spilman's supposed remark added fuel to the flames, but didn't ignite them. As Dr. Jordan has noted, DPN would have happened in any case.

History happens. But what makes history happen the way it does isn't always the straight truth. It's what's perceived as truth.

Words are powerful tools. They can be weapons, or they can be bridges. We have to be cautious about jumping to conclusions, making judgments, condemning, or burning up with anger, on the basis of a remark attributed to someone. Truth is such an easy thing to twist.

—The Editors

NOTES & WORDS

infamous: (*adjective*) having a bad reputation.

*In his November 10, 1988 talk at NTID, Dr. I. King Jordan said that he believed she said something like, "It's not that I think deaf people aren't ready to function in the hearing world—", at which point she was cut off.

† For a rich collection of quotations that are misquoted, unintentionally attributed to the wrong sources, wrenched out of context, or are deliberate forgeries, see **They Never Said It: A Book of Fake Quotes, Misquotes, & Misleading Attributions**, by Paul F. Boller, Jr., and John George (New York: Oxford University Press, 1989). See also **The Dictionary of Misinformation** (1975) and **More Misinformation** (1980) by Tom Burnam. See also Boller's **Not So! Popular Myths about America from Columbus to Clinton** (New York: Oxford University Press, 1995).

effigies: (*noun, plural*) crude images or dummies made to represent specific persons, which are destroyed publicly as an expression of hatred.

DeafView

READERS' RESPONSES

Ten years ago, the "DPN" revolution took place at Gallaudet University. Has it had deep and lasting impact on the Deaf community?

61% Yes 8% No 31% Not sure

YES—Yes, It has an enormous impact on many of us Texans in the last ten years. As for myself as an artist, it pumps up my energy level to draw many political cartoons about different events that took place here and impacted the Texas Deaf Community. A small group of Deaf advocates and activists created a new political organization called Texas Deaf Caucus. I strongly feel, as a result of this, it has put us on the map of the United States. Now we have Tim Rarus, one of [the] four student leaders, here in our own backyard. He, as President of the Texas Association of the Deaf, supports TDC's political ambitions to improve [the] quality of life for Deaf Texans. Because of his staunch support for TDC, TAD and TDC work together more closely than ever.

NOT SURE—The deaf community should have been on every state where ever the deaf popular is! I live here in Palm Bay, Florida at Brevard County. I've try to build a deaf community here, but this town of deaf people are not wise up and they were using so much of their self centers concern with old way of deaf club which is old tradition. Some how some one needs to guide the deaf people into learning the new way for the community by bring up all kind of HOH, deaf, people who lost ears, hearing parents of deaf children needs to see the deaf world to education themselves for education their deaf children and at least have interpreter training place in the community with deaf is a great practice together by just commuication.
It is really shame that I see none of the deaf people that will volunteer work with me to set up the community. I can't do it alone and it's so hard!
It's so sad when they keep the very same tradition that is just bar, win prize, win money and that's all they care about!

NO—Yes, it had an impact. But no, it isn't going to last forever, unless we make sure it is never forgotten.
We are seeing people forget, and I have often encountered people (deaf, too!) who have said, "DPN? Huh?..."
It is up to the generations that *do* remember DPN—especially those who lived it—to carry on the overall purposes of DPN. It wasn't about protesting, and it wasn't about just whining that we weren't chosen for a position we deserved.
It was about so much more: equality, freedom, and being accepted for who we are.
We must make sure this is not forgotten by anyone—past, present, and future generations.

YES—But I am afraid it will become a dim memory, especially in the Hearing World.....

NOT SURE—It's had an effect, but probably not the effect many would like to see. Outside of I. King Jordan, I don't feel there has been any permanent change for deaf people. At the time, there was quite a bit of awareness, indications of a sea change, but I think it turned out to be just one event in a long struggle for equality. However, impact in terms of self-esteem probably affected many Deaf communities even today.

YES—If this stand had not been taken at the university, the Deaf culture would not continue to be as rich as it is today. It is only right politically, that a Deaf person be placed in the position to head a great Deaf institution! He (or she, had it been a Deaf female) can understand the culture and the ethics. We look to Gallaudet to be the initiator for any new educational, social, or political changes in the Deaf community, and the hearing world that is connected with the Deaf community.

Readers have asked us how many "DeafView" responses we get every month.

This month's total: 474

DeafView

READERS' VIEWPOINT

DEAF LIFE would like to know what you think about major issues affecting the Deaf community. Fax your response to (716) 442-6371, E-mail us at deaflife@deaflife.com, **or** send it to us at Box 23380, Rochester, NY 14692-3380.

Does the news media (TV reportage, especially) tend to have anti-Deaf Culture bias?

❑ Yes ❑ No ❑ Not sure

Comments: _____

_____

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Deadline: April 20,1998

Visit us at: **http://www.deafview.com**

FAX: (716) 442-6371

Please respond promptly so that we can publish the results in the May issue.

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DeafView
READERS' VIEWPOINT

Visit www.deafview.com and share *your* opinion on the current topic. Results are published in **DEAF LIFE's** popular "DeafView" feature.

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SUPPLEMENT TO DEAFLIFE

APRIL 1998

Deaflife PLUS

• RELEASES • ANNOUNCEMENTS • UPCOMING EVENTS • LATE-BREAKING NEWS •

CAPTIONING CRISIS

Will Congress decide what TV shows will and won't be captioned? And what about emergencies?

CAPTIONING UNDER FIRE AGAIN!

Remember last year's ***Baywatch*** headlines, when members of Congress found out and protested that tax dollars were being used to caption the show? They're at it again. The March 6 ***Washington Post*** TV Column by **John Carmody** reports that Senators **Joseph Lieberman** (D-Connecticut) and **Dan Coats** (R-Indiana) sent a letter to Education Secretary **Richard W. Riley** protesting the funding of captions for ***The Jerry Springer Show***.

Department of Education spokeswoman **Julie Green** responded that DOE does not make editorial decisions when it awards captioning grants. "It's not our role to censor programs that are available to the general population," she said. ➢

NAD URGES CONGRESS TO HOLD THE LINE

The National Association of the Deaf has strongly urged the U.S. Senate Appropriations Committee to maintain current levels of funding by the Department of Education for captioning of television programming. Since the founding of the NAD in 1880, accessibility has remained among the top priorities of the Deaf and hard-of-hearing community. Responding to Congressional attempts to limit funds that would enable deaf and hard-of-hearing viewers to watch the full range of television programming, NAD members across the country sent letters, emails, and faxes letting Congress know the importance of having full access to television. "This is a civil rights matter," argued **Nancy J. Bloch**, NAD Executive Director. "Why shouldn't we enjoy the same options and choices that the senators have?"

NAD Headquarters issued an Action Alert to have its members, affiliates, and supporters communicate with their representatives the value of captioning access and choice in television programming in their lives. (See below.)

The NAD also communicated its disappointment that "on the eve of the 10th anniversary of the historical Deaf President Now (DPN) movement, certain individuals are attempting to roll back those accomplishments in an effort to segregate deaf and hard-of-hearing individuals from the general public."

Said Bloch: "Where are the civil rights of deaf and hard-of-hearing Americans to witness, enjoy, judge, appreciate, and learn through television in America?" The NAD message is and always will be that captioning is not just desirable or proper, it is essential.

MAKE YOUR NEWS OUR NEWS!

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What we want:

Send us anything you think is appropriate. Items should be of national, not just local, interest. Typed articles with photos preferred. Photos, etc., will be returned on request. We reserve the right to reject or edit any material.

When we need it:

Please send material by the first of the month for publication the following month, with a 10-day grace period. (Items for November 1992 publication, for example, must be sent before October 10.) The earlier, the better. We will not accept any story more than 1 month old.

Where to send it:

For regular **first-class mail**, please send to our P.O. box number: **DEAF LIFE** , c/o MSM Productions, Box 23380, Rochester, NY 14692-3380.

For **Express Mail** and **Federal Express**, please send to our office address: 1095 Meigs Street, Rochester, NY 14620.

No "free advertising!"

We are pleased to publish any organization or group's news and announcements, but will not provide "free advertising." We define "free advertising" as pushing a product. Any for-profit group, service, agency, company, or person who wishes to promote something in **DEAF LIFE Plus** is encouraged to place an ad. We will be happy to send you an ad-rate schedule on request. Nonprofit groups who advertise will get a special discount.

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➠ Statement by National Captioning Institute, March 4: "NCI shares a common goal with the nation's 24 million people who are deaf and hard-of-hearing: equal access to all television programs."

➠➠➠➠➠➠➠➠➠➠➠➠➠➠➠

➠ Telecommunications for the Deaf, Inc. (TDI) urged the U.S. Senate Appropriations Committee to leave intact current U.S. Department of Education policies on use of federal funding for closed-captioning programming. Since its founding in 1968, TDI has pursued equal access to all forms of telecommunications for its deaf and hard-of-hearing constituents.

There have been some concerns from several U.S. Senators regarding the content of some shows that are televised, and the funding that the U.S. Department of Education provides to close-caption them. Education Secretary Richard Riley was called upon by the Appropriations Committee to provide testimony regarding this issue. The Congressional efforts to reduce the availability of closed-captioned TV programming based on show content could set a dangerous precedent for lawmakers to decide what television programming is allowed to be shown to the American public, an action TDI firmly believes to be a step in the wrong direction.

In letters sent to each member of the U.S. Senate Appropriations Committee, **Claude L. Stout**, TDI's Executive Director, said: "Cutting or reducing federal funding for closed-captioning should not set a precedence for requests to Congress or the FCC to develop legislation or regulations to disallow broadcasting of the TV programs in question."

TDI formally requested that the U.S. Senate, through its Appropriations Committee, refrain from cutting or reducing U.S. Department of Education funds for closed-captioning. "If anything, the U.S. Senate should address the issue of additional appropriations for this vital service."

➠➠➠➠➠➠➠➠➠➠➠➠➠➠➠

YOUR TURN!

The following Action Alert has been circulated by the NAD:

ACTION ALERT! ➠ ACTION ALERT! ➠ ACTION ALERT!
TELL CONGRESS HOW IMPORTANT CAPTIONING IS TO YOU!
ACT NOW! Help protect U.S. Department of Education funding levels for captioning!

BACKGROUND: Education Secretary Richard Riley testified March 5 at the Senate Appropriations Committee, he was asked why DOE provides captioning funds for shows like ***Jerry Springer*** and ***Baywatch***. Certain members of the U.S. Senate feel that such shows are not educational. It is important that we tell Congress otherwise—quickly and loudly—and that they should not cut or reduce DOE funding levels for captioning!

WHAT YOU CAN DO: Write (send via fax, E-mail, and pony express) Congressional representatives (contact names/information below), using the following sample lette, or you may prefer to write your own letter. Keep your message short and to the point—and send it ASAP!

SAMPLE LETTER/E-MAIL/FAX: (NOTE: Try NOT to "copy" this letter word-for-word. Substitute some of your own words. Use this letter only as a guide, a suggestion.)

[Date]
[Your Mailing Address]

[Senator's Full Name]
United States Senate
Washington, DC 20510

Dear Senator [Senator's last name]:

Please do not cut or reduce U.S. Department of Education funds for captioning!

These funds provide critical access to television programs that I watch and enjoy, such as [list the names of various TV programs you watch regularly].

Captioning also makes it possible for me to watch television with family members and friends who can hear. [Add more comments here, if you wish.]

Again, please do not put deaf and hard of hearing Americans like myself back in the Dark Ages without access to information provided through television!

Sincerely,

[Signature]
[Your full name]

STATES, NAMES, FAX NUMBERS, E-MAIL ADDRESSES

AK: Chair Ted Stevens, ❒(202) 224-2354,
❖senator_stevens@stevens.senate.gov
AL: Richard C. Shelby, ❒(202) 224-5744,
❖senator@shelby.senate.gov
AR: Dale Bumpers, ❒(202) 224-6435,
❖senator@bumpers.senate.gov
CA: Barbara Boxer, ❒(202) 224-6701,
❖senator@boxer.senate.gov
CO: Ben Nighthorse Campbell, ❒(202) 224-1933
CT: Joseph I. Lieberman, ❒(202) 224-9750,
❖senator_lieberman@lieberman.senate.gov
HI: Daniel K. Inouye, ❒(202) 224-6747,
❖senator@inouye.senate.gov
IA: Tom Harkin, ❒(202) 224-6020,
❖tom_harkin@harkin.senate.gov

ID: Larry E. Craig, ❒(202) 228-1067,
❖larry_craig@craig.senate.gov
IN: Dan Coats, ❒(202) 228-4137
KY: Mitch McConnell, ❒(202) 224-2499,
❖senator@mcconnell.senate.gov
MD: Barbara A. Mikulski, ❒(202) 224-8858,
❖senator@mikulski.senate.gov
MO: Christopher "Kit" S. Bond, ❒(202) 224-8149,
❖kit_bond@bond.senate.gov
MS: Thad Cochran, ❒(202) 224-9450,
❖senator@cochran.senate.gov
MT: Congrad Burns, ❒(202) 224-8594,
❖conrad_burns@burns.senate.gov
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❖senator@dorgan.senate.gov
NH: Judd Gregg, ❒(202) 224-4952,
❖mailbox@gregg.senate.gov
NJ: Frank R. Lautenberg, ❒(202) 224-9707,
❖frank_lautenberg@lautenberg.senate.gov
NM: Pete V. Domenici, ❒(202) 224-7371,
❖senator_domenici@domenici.senate.gov
NV: Harry Reid, ❒(202) 224-7327,
❖senator_reid@reid.senate.gov
PA: Arlen Specter, ❒(202) 228-1229,
❖senator_specter@specter.senate.gov
SC: Ernest F. Hollings, ❒(202) 224-4293,
❖senator@hollings.senate.gov
TX: Kay Bailey Hutchinson, ❒(202) 224-0776,
❖senator@hutchinson.senate.gov
UT: Robert Bennett, ❒(202) 224-4908,
❖senator@bennett.senate.gov
VT: Patrick J. Leahy, ❖senator_leahy@leahy.senate.gov
WA: Patty Murray, ❒(202) 224-0238,
❖senator_murray@murray.senate.gov
WA: Slade Gorton, ❒(202) 224-9393,
❖senator_gorton@gorton.senate.gov
WI: Herbert H. Kohl, ❒(202) 224-9787,
❖senator_kohl@kohl.senate.gov
WV: Robert C. Byrd, ❒(202) 228-0002,
❖senator_byrd@byrd.senate.gov

SEND NAD A COPY of your letters at the above addresses so they can keep track of how many were sent and what was said.

FOR MORE INFORMATION: Contact NAD Legal Counsel, **Kelby Nathan Brick**, at ☎(301) 587 1789 (TTY), ☎(301) 587 1788 (Voice), ❒(301) 587-1791 (FAX), or ❖kelbynad@worldnet.att.net (E-mail).

✏ If you feel that Deaf viewers have every right to see *any* program that's on TV, and just as much right as hearing viewers do to understand what's being said and what's going on, join the campaign.—Editors

TORNADO WARNING! HURRICANE ALERT! (AND YOU'RE NOT GETTING CAPTIONS?)

✏ The following bulletin is also from the NAD. A similar article appeared on the front page of the March 1998 **NAD Broadcaster**.

Emergency Captioning Access: Comments Needed!

Imagine this: On the national news, you see that a hurricane is headed your way. You want to get more information, so you switch to your local news. But your local news station doesn't provide captions. As the rain begins to fall, you realize that the storm is coming. You frantically try to find a station that will tell you what is happening, where you should go for shelter, or how bad the situation really is. But none of the stations are captioning information about the approaching storm.

Did you have to imagine that? Probably not. Chances are good that you have already had a very similar experience. Although there are some laws requiring television stations to transmit emergency information with captions or in some other visual way, these laws are not strong enough. It is therefore very common for news information about tornadoes, blizzards, earthquakes, floods, and other emergencies not to be captioned. For decades, deaf and hard-of-hearing people have had to guess about their safety because local television networks and cable stations omit captions from their emergency programming.

This past summer, the NAD requested the Federal Communications Commission to take action. In meetings with the Commissioners, we pointed out the serious consequences resulting from the failure to caption emergency information, and urged the FCC to issue new rules requiring real-time emergency captioning. We are now happy to report that the FCC has begun a rulemaking proceeding on this very issue.

In this new proceeding, the FCC asks many technical questions, such as the costs and feasibility of requiring real-time captioning. We will be answering those and other questions in our formal NAD comments. But the FCC also asks for public input on the importance of requiring captions for emergency-news information. For example, the FCC wants to know if emergency programming should be given higher priority than other programming. If so, the FCC might require emergency captioning to happen earlier in the 8-year transition period. Currently, networks are given 8 years to caption all of their programming. It is the NAD's position, however, that the FCC should make captioning of emergency information a priority and require such captioning immediately.

In addition, the FCC asks whether networks that do not bring in high revenues (under $3 million annually per channel) should be exempt from the emergency captioning requirement. The NAD firmly believes that NO network should be exempt from captioning information that involves the health, well-being, and safety of caption consumers.

What do you think? Have you had the experience of not being able to find out about an emergency because your local station did not caption that information? The FCC needs to hear your stories. The Commissioners must fully understand the importance of requiring captioning on ALL emergency news programming with real-time captioning. If you want to tell your story, send your comments to:

Secretary
Federal Communications Commission
1919 M Street, N.W., Room 222
Washington, D.C. 20554

On the top of your comments, write: "In the Matter of Closed Captioning and Video. Description of Video Programming, MM Dkt. No. 95-176." Explain who you are, and tell the FCC about the difficulties you have had getting access to emergency information. If you believe that captioning of emergency news programming should be a priority, emphasize this!

When are the comments due? The first round was due on February 25. However, the second round, called the reply comments, are due March 27. Anyone may comment in the second round, even if s/he missed the first round. NAD would appreciate a copy of your comments so we can keep a detailed record of problems experienced throughout the country. Questions? Contact **Karen Peltz Strauss**, NAD Legal Counsel for Telecommunications Policy, at ☎(301) 587-7466 (TTY/Voice) or ❖KPStrauss@aol.com (E-mail).

Other notes: Below is a summary I prepared of the new FCC rulemaking on closed-captioning of local emergency information. The most effective thing would be to get consumers to send in their war stories to the FCC. In fact, I have one that was sent to me just yesterday about a woman in Fredericksburg [Virginia] who could get no information about the impending storm because the local news was not captioned.

I think the FCC needs to hear from lots and lots of people about this. We all know that probably every deaf person throughout the country has experienced this frustration. What do you suggest is the best way to get this info?

People can send their comments to me and I can pass them on to the FCC or they can send them directly to the FCC [at the above address].

In addition to spreading the word, I would appreciate your feedback on the items listed below. I am in the process of contacting captioning agencies as well to get info on the costs and logistics of real-time captioning.

Whatever we do not include in the initial comment stage, we can put in the reply comments.

FCC Rulemaking on Access to Emergency Information

On January 14, 1998, the FCC released a *Further Notice of Proposed Rulemaking* in the closed-captioning docket, seeking information regarding appropriate rules to ensure access for deaf and hard-of-hearing persons to televised emergency information. In the Matter of Closed Captioning and Video Description of Video Programming, Implementation of Section 305 of the Telecommunications Act of 1996, Video Programming Accessibility, MM Dkt. No. 95-176 (January 14, 1998). Comments were due on February 25, 1998; reply comments are due March 27, 1998.

At present, the FCC is captioning rules do not distinguish between emergency and non-emergency information. This means that networks may choose to caption emergency information at the time that they please, so long as such programming is captioned within the FCC is prescribed transition schedule of 8 years for new programming. In the new proceeding, the FCC seeks comment on a number of items:

- an appropriate definition for emergency information;
- the feasibility of imposing a real-time captioning requirement for all televised emergency information;
- the estimated costs for a captioning requirement for all emergency information;
- the availability and feasibility of providing live captions from remote locations;
- whether emergency programming should be given a higher priority than other programming, and thereby be required earlier in the transition period;
- whether the revenue exemptions should be suspended for this type of programming; and
- whether there are other methods of visually presenting emergency information that would be acceptable in lieu of a closed-captioning requirement.

—Karen Peltz Strauss/NAD

OUR PRIDE, OUR DREAM, OUR CHALLENGE

Deaf-and-proud salute a 10-year-old victory

by **Greg Livadas**
Rochester **Democrat & Chronicle**
March 12, 1998

More than 3,000 supporters of Deaf rights marched from Gallaudet University to the steps of the U.S. Capitol on Wednesday, March 11, re-creating one of the defining civil-rights moments in the history of deaf people.

"I think this is a very important symbol of deaf history," said **Melinda Harrison**, 18, of Henrietta, a freshman at Gallaudet. "It helped break barriers for us. If that did not happen, it might be different now for deaf people. I feel very

proud that I am deaf. I'm part of a wonderful minority," said Harrison, who recalls her parents watching television and reading newspapers about the protest in 1988.

It was 10 years ago that students at Gallaudet held an impromptu march to the Capitol, about two miles away, to protest the selection of a hearing university president over two deaf candidates. The students not only caused **Elisabeth Zinser** to step down, but also thrust Deaf rights before the public.

"What happened 10 years ago was important to all people with disabilities," said **Jim Dickson** of Washington, who is not deaf but marched with his guide dog. "The Deaf President Now movement was a tremendous victory and we need to celebrate that."

College students were joined by faculty, alumni and groups from other schools for the deaf around the country.

Ron Rood Jr., 19, of Chili, held a sign from his alma mater, Rochester School for the Deaf. "It's magical," said Rood, now a Criminal Justice major at Gallaudet. "You get a sense of the way people were 10 years ago."

Rather than just commemorate the 10th anniversary of the Deaf President Now march, one of the student organizers urged the crowd to use its power to influence policy. **Linsay Darnall**, Jr. of Omaha, Nebraska, told the crowd that it should protest potential cuts in government funding for closed-captioning on television and the threats to government funding for schools for the deaf around the country.

Washington police blocked off roads as the crowd—braving temperatures that reached the teens because of the wind chill—wound its way to the Capitol. An officer gave a thumbs-up to **Vitali Goss-Jankowski**, 9, of Washington, who carried a sign that read: "We have a deaf president now and we are proud." One resident cheered the group as it passed her front porch.

Gerardo DiPietro, 26, of Toronto was one of several Gallaudet students who carried an original banner from the civil-rights marches of the 1960s. Although it showed signs of age, the message—"We still have a dream"—was clearly visible.

When the marchers reached the Capitol, more than 12 speakers took the opportunity to talk about the significance of the day. "If I had to sum up my feelings in one word, it would be 'proud,"' Gallaudet President **I. King Jordan** said. "There are children here, 4 or 5 years old, all the way to senior citizens. The spirit is alive."

Gregory Hlibok, who was Gallaudet's student-council president in 1988, told the crowd the protesters succeeded then because they worked together as a group. "Together, we have power," said Hlibok, who now works as a financial consultant in Columbia, Maryland. "Let the Deaf spirit go on, the Deaf heartbeat continue."

Roberta Mather, 20, of Chevy Chase, Maryland, a student at RIT, attended the original march in 1988 while in elementary school in Washington. "I wouldn't miss it for the world," she said of yesterday's march. "Ten years ago, it changed me as a person. The word 'pride' entered my life."

Mather, who was one of about 30 RIT students who came to Washington for the anniversary, said she recalls being embarrassed at first that deaf people were making a fuss about not having a deaf president. "As it went on, I realized it was a beautiful thing, something I should have been proud of," she said.

Senator **Tom Harkin**, D-Iowa, was one of several Congressmen to speak to the crowd. Harkin, who has a deaf brother, was an original supporter of Deaf President Now.

Using sign language, Harkin built enthusiasm in the crowd. "No more old stigmas. No more old labels. No more exclusion," he said. "When you took to the street, you overcame, with no more control by others."

Harkin called the marchers stubborn, with the courage to fight for what they believed. "The doors of opportunity should be left open," he said. "I encourage you to never, ever give up. We need your force and your leadership."

SCALPEL? CLAMPS? INTERPRETER?

When **Victoria** and **Michael E. Murphy** checked into Bayonne Hospital for the birth of their first child, they expected an extra pair of hands to help in the delivery: a sign-language interpreter.

The Murphys, who live in Bayonne, are profoundly deaf and communicate mainly in ASL. Their obstetrician provided an interpreter for free, as required, and they took a Lamaze course with her. Everything went smoothly until Victoria Murphy's labor began.

During her pregnancy, the obstetrician informed Bayonne Hospital that an interpreter would be on call. Victoria and Michael Murphy arrived at Bayonne Hospital on November 26, 1993, and their interpreter called the hospital, only to be told her services were not needed yet, leaving the Murphys able to communicate only with gestures to nonsigning staff as their son was born.

The hospital staffer who told the interpreter she wasn't yet needed thought that there was still plenty of time. But Victoria Murphy was ready to deliver sooner than expected, and no interpreter was there when **Michael E. Murphy, Jr.** was born.

The Murphy's' lawyer, **Clara R. Smit**, said, "She was terrified. It was her first child. . . . The delivery went okay. She just didn't know what was going on most of the time, and neither did her husband.

"Of course, they should have had an interpreter there for admission and the entire time she was there, because every patient is entitled to effective communication during the entire time they are in the hospital."

The situation is the same at many other hospitals, said Smit, who recently won a settlement for the Murphys that mandates° improvements in how Bayonne Hospital handles deaf patients. The judgment, agreed to by the hospital and ap-

proved January 22 by a state judge, could become a model for similar cases across the nation.

Smit, who's a CoDA (hearing child of Deaf parents), specializes in representing deaf clients, who have lawsuits pending against five New Jersey hospitals. She said the settlement is the first in such case in New Jersey.

Under the agreement, Bayonne Hospital admitted no wrongdoing. Monetary terms were not disclosed. The hospital agreed to provide interpreters or other aids to the deaf, and to post signs at the admissions office and emergency room, among other locations, alerting deaf patients of their availability. Patients who need an amplified telephone or a TTY will pay the same rate as patients using standard phones, according to the consent judgment approved by state Superior Court Judge **Arthur N. D'Italia**, who sits in Jersey City.

The Murphys and Smit's other clients sued under the federal Americans with Disabilities Act of 1990, as well has the federal Rehabilitation Act of 1973 and the New Jersey Law Against Discrimination. For the 45,000 deaf people in New Jersey, those laws mean that hospitals must provide a means for "effective communication" with those who are deaf and have significant hearing loss, Smit says. Few hospitals meet that obligation, she adds. "Being the child of deaf parents, I've gone through it myself." Even as a child, she interpreted at hospitals and elsewhere for her parents, using ASL. The ADA specifically forbids using family members for such duties, she notes, because they may not be able to be impartial, and thus not effective.

Few lawsuits have been brought to date by deaf people, Smit said, because "they have been historically been denied access to the courts and attorneys because they could not communicate."

The New Jersey Hospital Association could not immediately describe what policy it has, if any, regarding deaf patients. Bayonne Hospital had no immediate response to a request for comment.

Smit's next case, filed in 1995 against Jersey City Medical Center, could go to trial at the Hudson County Courthouse on April 27.

mandates: requires by law.

✏ Adapted from **Jeffrey Gold's** Associated Press report, "Deaf patients suing to get interpreters," February 13, carried on NJ-L News. ➤

SANFORD TRINKET RING: UPDATE

On February 18, prosecutors announced that a Mexican couple who pleaded guilty to smuggling other deaf Mexicans into the United States and forcing them to sell trinkets have been sentenced to more than 3 years in prison.

U.S. Attorney **Walter Holton** said that **Guadalupe Palencia-Moises**, 42, who masterminded the scheme, was sentenced on February 17 to 46 months in prison. Her husband, **Marcos Campos-Sanchez**, 40, was sentenced to 41 months.

Palencia-Moises and Campos-Sanchez pleaded guilty last September to one count each of conspiracy to transport and harbor aliens for financial gain. Fifteen other charges in the case were dismissed. Both will be deported to Mexico after serving their prison sentences, the maximum possible under federal sentencing guidelines.

Prosecutors said the couple smuggled 14 deaf Mexicans into the United States and virtually imprisoned them in a house in Sanford, a small town in central North Carolina. The victims were forced to sell keychains and other trinkets for up to 9 hours a day, 7 days a week, at shopping centers and sports events. Proceeds from the sales were kept by Palencia-Moises and Campos-Sanchez. Holton said that there was evidence that some of the "workers" were beaten for not selling enough trinkets. He said, "The victims agreed to come voluntarily, and in one case actually paid money to the defendants to bring them to the U.S. They were promised a better life and the opportunity to make money." The victims have since returned voluntarily to Mexico.

This case was similar to schemes in Los Angeles, Chicago, and New York in which deaf people, largely recruited in Mexico City, were smuggled into the country and forced to sell trinkets all day, with the "ring bosses" taking all of the proceeds.

Editors' note: This is adapted from an E-mailed Reuters release datelined Greensboro, North Carolina, dated February 18, and carried on NJ-L News. The original Reuters release included the horrifying title, "Mexican couple sentenced in deaf-mute scheme," and used the unacceptable terms "deaf, mute" (*sic*) three times and "deaf mute" once in the text. The simple (and correct) term "deaf" was not used at all.

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MEANWHILE, IN TEXAS...

Here is an E-mailed item from Associated Press, worded exactly as we received it:

> EL PASO, Texas, Feb. 13 (UPI) —Two women from Fabens, Texas, have been charged with involuntary servitude, accused by federal authorities of holding four Mexican nationals, including two deaf-mutes, against their will.

Editors' note: Just think . . . 10 years ago, the media made a couple of notable advances: 1) reporters learned how to spell "Gallaudet" correctly, and 2) stopped calling us "deaf-mutes"—at least temporarily. They are still spelling "Gallaudet" correctly, but seem to have forgotten what to call us. Looks as though the media needs a refresher course in correct terminology.

✏ Thanks to **Richard Roehm III** for forwarding this to us.

Another update: On Thursday, March 12, law-enforcement authorities announced that three deaf persons—**Theresa Lozano**, 33, her sister **Guadalupe Lozano**, 26, and Guadalupe's husband, **Samuel Zamora Hernandez**, 29—had been arrested in El Paso, Texas, for allegedly enslaving a deaf couple from Mexico and their two children for 4 years and forcing them to sell trinkets in cities across the Southwest states. The names of the victims were not released.

The pattern has already become familiar. U.S. Immigration and Naturalization Service spokesman **Dan Kane** told reporters that the victims were lured to the United States with promises of work and good living conditions. "In fact, they were tortured and beaten while in their custody. They [the suspects] took their passports and forced them to work 12 hours a day, 7 days a week, and turn over all their profits at the end of the day."

The suspects face up to life in prison if convicted on a variety of federal charges including extortion and holding a person in involuntary servitude. The four victims were the couple and their children, ages 14 and 15. They were kept locked up in a trailer near the home of the suspects in the town of Fabens, Texas, 15 miles southeast of El Paso on the U.S.-Mexico border. Kane said they were let out only to sell trinkets. He said that INS and law-enforcement officials were alerted to the situation by "a member of the deaf community."

He said the arrests were the latest in a string of similar cases in other cities. "We are committed to cracking down on these gross violations of human rights," he said.

Editors' note: The original E-mailed Reuters release, Three arrested in Texas for enslaving deaf couple," dated March 12, used the expressions "deaf and mute" and, in describing the teenaged victims, put it this way: "The children are not deaf or mutes."

✏ Adapted from a Reuters report, carried on NJ-L News. ➤

"WRONGFUL TERMINATION":

Deaf lifeguard sues to get her job back

by **Michael Fleeman**/Associated Press

Being deaf didn't stop **Stacy Bradley** from getting certified as a lifeguard. It didn't stop her from working as a lifeguard for a year at a YMCA pool in Long Beach.

So why, she asks in a $12 million lawsuit, did it get her fired?

"I was left speechless. I had worked so hard for that accomplishment. It was really hurtful," says Bradley, 21. Arguing that a lifeguard relies on sight more than hearing, she is suing in state and federal court, alleging wrongful termination.

The YMCA says it fired Bradley because of a 1994 policy banning deaf lifeguards. Lifeguards, the YMCA contends, need to be able to hear a swimmer shout for help. "We believe that hearing is an essential requirement for a lifeguard. It comes down to the safety of the children. We just simply don't compromise that," says **David Mercer**, YMCA National Executive Director in Chicago.

Other lifeguards say the issue isn't clear-cut. "There's always going to be someone that can do the job no matter what kind of challenge they have. And if the YMCA hired her, she must have been able to do the job," says **Kevin Bialas**, 24, a public-pool manager and lifeguard in Santa Clarita. But he adds: "I honestly think it helps to be able to hear. Sometimes, even while you're scanning, it's good to have your ears to hear what's going on."

Bradley sued last year. No trial date for either case has been set.

The legal action is at least the second involving a deaf lifeguard for the YMCA, and the latest alleging violations of the federal Americans With Disabilities Act.

Last year, a federal judge dismissed **David Schultz's** $20-million suit against the Hockomock Area YMCA in Massachusetts. Schultz's certification was withdrawn by the YMCA after he had worked as a lifeguard, instructor, and coach for 16 years. He has appealed, and his lawyer is now working for Bradley.*

The YMCA is citing the same "*bona fide* occupational requirement" provision in California law that **Aaron Spelling's** lawyer unsuccessfully used recently in the case of actress **Hunter Tylo**, who was fired from her role as a temptress on TV's ***Melrose Place*** after she got pregnant. Spelling argued that a trim figure was necessary for the job. The jury awarded Tylo $4.9 million.

Bradley, who grew up in Long Beach and swam for her high-school team, was hired by the Los Altos YMCA in 1995 and worked as a lifeguard for a year at the center's small pool. She says the YMCA knew of her disability when it hired her, and she was certified both by the YMCA and the Red Cross.

Her deafness, she says, never interfered with her work. The pool is always so noisy with screaming children that a lifeguard probably isn't going to hear someone in distress. "One of the things you're taught as a lifeguard is scanning. You never take your eyes away from the area that you are supposed to be watching. You're always watching the pool," she says.

She worked without complaint until she was fired in 1996. The YMCA's Mercer says he isn't sure why Bradley was hired after the policy against deaf lifeguards was written, or why the YMCA itself certified her. "There are 15,000 certifications a year," Mercer says. "This could have been one that slipped through."

*See our April 1996 cover story, "Distress Signals: David Schultz versus YMCA." None of our readers felt that deafness automatically disqualified a lifeguard.

✏ From an AP report by Michael Fleeman, "Deaf lifeguard sues to get her job back," February 28, 1998, carried on NJ-L News. ➤

SIGN-LANGUAGE DEBATE: SHAKING UP THE SCHOOLS

On February 15, Kentucky's House Education Committee postponed action on a bill on deaf education because of confusion over whether it would require all teachers to learn sign language.

House Bill 146, sponsored by Rep. **H.G. "Gippy" Graham** (D-Frankfort), says that any teacher who has deaf or hard-of-hearing students must show competency in American Sign Language by 2005. Graham said the bill is aimed only at teachers in classes for deaf children and merely fulfills federal laws on disabled children. It would also require the Kentucky Department of Education to create a database to measure the educational achievement of deaf and hard-of-hearing students.

But the bill could be interpreted to mean that *any* classroom teacher who has a deaf or hard-of-hearing student mainstreamed into their class would have to learn to sign.

"Gippy, Lord, what in the world are we going to do in the mountains?" asked Rep. **Barbara Colter**, R-Manchester, who said her local school district has only two or three teachers who could sign.

The committee's decision to wait until the following week to consider the bill provoked an anguished response from one mother. "When you pass over this bill, you pass over my baby," sobbed **Diane Wagner** of Louisville, whose 3-year-old daughter **Amanda** is deaf. "She can't sing Christmas carols or do any of the other things that normal children do. You owe her an education; you promise that because you take my tax dollars."

Committee members said they wanted the bill's language cleared up and a fiscal-impact study added. They resumed discussing the bill on February 18. Nothing was definite—yet.

But the bill should pass because many deaf children don't get the services they need and lag behind other students regardless of intelligence, said **Bobbie Beth Scoggins**, Executive Director of the Commission for the Deaf and Hard of Hearing in Frankfort. "If this bill passes it will have an impact on the lives of deaf and hard-of-hearing children," she signed through an interpreter. "We do not want to lose another generation of children."

✏ Adapted from **Linda B. Blackford's** report, "Confusion over sign language stalls bill," in the **Lexington Herald-Leader** (Kentucky), February 16, carried on NJ-L News. ➤

LIFE IN CYBERSPACE

Internet Becomes a Lifeline for the Deaf

from a report by **Tami Luhby**
The New York Times Newsroom, February 12, 1998

Like many recent college graduates, **Sarah Snyder** surfs the Web for job prospects and sends E-mail queries to potential employers. But, unlike her classmates, Snyder relies on the Internet more than most other 23-year-olds.

That's because Snyder is deaf, making it difficult for her to use the telephone even with her hearing aids. Instead of calling universities to learn the availability of the disability-coordinator position she seeks, she finds it easier to do her job research online and set up interviews via E-mail.

"A telephone can be awkward and downright frustrating when it comes to important calls where I don't want to misinterpret the other caller's words," Snyder, a 1996 Princeton University graduate who lives in Washington, said in an E-mail interview. "E-mail, now that's a wonder in itself! I can now communicate with far more friends and business contacts without any hesitations or fears of miscommunication."

Snyder is among the thousands of deaf people who have benefited from E-mail and the Web. Though many of the 28 million deaf and hard-of-hearing Americans don't have access to computers and modems, those that do find they can reach out to family, friends, employers and others without using tedious TTYs and relay services. The acoustic coupler was invented in 1964, and represented a technological breakthrough. Still, TTYs require users to type their conversations, while the relay services of the last decade use agents as intermediaries between the deaf and the hearing. Many deaf people find both methods slow and frustrating. There is always potential for misunderstandings, garbled messages, and misspellings.

The Internet, one of whose co-developers, **Vinton G. Cerf**, is notably hard-of-hearing, has revolutionized communication for the deaf. It has allowed them to converse in a mainstream medium with those who can hear and those who can't.

"It's a great equalizer in that everyone, hearing and deaf, uses the same technology," Cerf, Senior Vice President for Internet Architecture and Engineering at MCI Communications Corporation in Reston, Virginia, said in a telephone interview. Working with **Robert Kahn** and others, he co-developed the architecture and protocols for the Internet.

Surrounded by computers' whirring fans and noisy motors in the early 1970s, Cerf, 54, had a hard time hearing technical information over the telephone. He found it a "relief" that he could use E-mail to exchange programs and data.

More than 20 years later, Cerf's wife, **Sigrid**, used the Internet and E-mail to research cochlear implants, electrodes placed near the auditory nerve, that would restore her hearing in 1996. After tracking the progress of several people with implants, she decided to contact Johns Hopkins University in Baltimore via relay. No one returned her calls. "So she sent an

E-mail to the doctor doing it and got a response the next day," Cerf said, laughing.

Other deaf people are turning to chatrooms and listservs to discuss implants and other issues. **Tilak Ratnanather**, 34, a deaf postdoctoral fellow at Johns Hopkins, was among the early proponents of the online medium and has watched it grow in popularity among the deaf. In 1988, he spoke about the Internet to skeptical audiences at conferences for the deaf. A decade later, Ratnanather is using the Internet to publicize deaf conventions.

Chatrooms and discussion groups ease deaf teen-agers' contacts with their peers. In 1994, the Alexander Graham Bell Association for the Deaf (based in Washington, D.C.) developed the PC Pals Teen Network. The teenagers discuss everything from deaf characters in books and movies to ASL to dating and driving on the network's bulletin board and in the chatroom.

One 13-year-old English girl recently logged onto the network looking for advice on her new hearing aids. "She was very shy in the social environment," **Kelly Mankin**, a chatroom moderator in Washington, said in an E-mail interview. "[She] wanted to know how to tell her friends about her new hearing aids. But the hardest thing for her was to wear them. She just didn't want to deal with it."

Reflecting on his teen-age years, **Ken Levinson** said he would have enjoyed such a service. Levinson, who lost most of his hearing to meningitis at age 2 but regained it with a cochlear implant in 1990, recalled how self-conscious he felt calling his friends while they were in high school. "The phone was a source of fear for me," Levinson, 50, Executive Director of Manhattan's Children's Hearing Institute, said in a recent interview. "I could have communicated on E-mail for a while until the ice was broken."

Snyder credits E-mail with empowering her to become active in Princeton's yearbook and commencement committee. "The ability to access E-mail on my own time and knowing that I can express myself freely and at length has given me a confidence and drive that I highly doubt I could have developed even just a decade ago," she said.

LEADERS HONORED

On February 28, the National Center on Deafness presented the Daniel T. Cloud Leadership Award to Dr. **Gertrude S. Galloway**, Superintendent of the Marie Katzenbach School for the Deaf (New Jersey), for her leadership in education.

Dr. **Wayne McIntire**, the Founder of the National Leadership Training Program at CSUN, received a Distinguished Service Award for his work to improve the lives of deaf and hard-of-hearing persons. ➤

Others honored at NCOD that evening: the Bulwer Award was presented to Dr. **Stan Kunin**, veterinarian/owner of Veterinary Medical Clinics, Woodland Hills, and to **Judith Pachciarz**, MD, Transfusion Service Director and pathologist at King/Drew Medical Center in Los Angeles.

(See Five Acres item below.)

WHAT'S UP AT RSD

Three community leaders have been named to the Board of Directors at Rochester School for the Deaf: Dr. **Anthony Bannon**, Director of the George Eastman House; **Paul W. Lewis,** Vice President of Personal Investments at Chase; and **Gary Meyer**, Senior Marketing Representative at SAFECO Insurance Company.

Meyer, who lives in Pittsford,* earned his undergraduate degree in Accounting in 1980 and his Master's degree in 1994 in Human Resources Development, both from RIT. He has been active in strategic planning at NTID. He also chaired a recent search committee to choose a new director for NTID.

Lewis is a graduate of Middlebury College and received his MBA from the University of Chicago in 1962. After 10 years with Citibank in New York City managing institutional accounts, he joined the University of Rochester in the 1970s, where he eventually assumed senior responsibility for its $800 million endowment fund. In 1989 he joined Chase, where he managed institutional accounts, primarily for nonprofits and charitable organizations such as United Way.

Bannon earned his Master's degree in Media Studies and his Ph.D. in Cultural Studies through the English Department at State University at Buffalo. Prior to his appointment in 1996 as the director of the George Eastman House, the International Museum of Photography and Film, he was Assistant Vice President of Cultural Affairs at SUB. A critic, filmmaker, educator, author, and teacher, he has won the American Photographic Historical Society's Merit Award. His writing on deafness won the Gallaudet University Award.

Pamela E. Ferguson, Assistant to the Chairman in the Department of Political Science at the University of Rochester, has been named President of RSD's Board of Directors.

"Ms. Ferguson's extensive career and community service makes her an ideal choice to help lead RSD into the next decade," said Dr. **Harold Mowl**, Superintendent.

Ferguson, who lives in Pittsford,* has been a member of the RSD Board since 1988, taking a leadership position in both fund development and strategic planning. Her community involvement also includes the Rochester Children's Nursery Foundation's board of directors, board of trustees at Rochester General Hospital, and United Way of Greater Rochester, where she has chaired and served on numerous committees.

An alumna of Wells College, she has received the Distinguished Service Award from the University of Rochester, the National Ski Patroller Award from the National Ski Patrol System, Inc., the R.O.S.E. Award (in Recognition of Service Excellence) from the Junior League of Rochester, and a Volunteer Service Award from the United Way.

Janine Sanger of Irondequoit* has always been fascinated by the human mind and what motivates people. Combine that with her love of working with young deaf children, and you have a special school psychologist. Sanger

Janine Sanger (left) and Jo-Ann Koch with a young client.

Janine Sanger: "Doing something positive for the child."

works as a teacher/parent advisor in RSD's Deaf Infant Program.

"I believe that all people have a right to feel fulfilled and happy," Sanger said. "A child's ability to learn impacts the ability to lead a healthy and happy life. If I can assist a child in developing the ability to learn, I feel I'm doing something positive for the child, the family, and for society."

The Deaf Infant Program serves infants from birth to 3 years of age, and their families. For families with babies from birth to 12-15 months, there are home visits as well as on-site visits at RSD. Integrated family sessions give even young deaf babies the opportunity for socialization.

RSD's school-based program for toddlers 1 to 2 years old meets two mornings a week and focuses on early socialization; emotions; cognitive, linguistic, and communication-skill development. The program for toddlers 2 to 3 years old meets 3 mornings a week with a option for full day placement for those 3 days. The extended day helps build skills to help prepare children for RSD's Pre-School program.

Signing, speaking, speechreading, listening, reading, and writing are all encouraged in different ways through guided play and more structured situations.

"I'm fortunate to witness a child's first sign and then the development of their ability to communicate with others," Sanger added. "It's wonderful to watch a child emerge from inside of him or herself, connect with the world, and gain a sense of control and purpose."

Sanger prepared for her role by earning her undergraduate degree from elementary education from SUNY Oswego and a Master's degree in School Psychology from RIT. A former teacher with the BOCES in Oswego County, she also served as a school psychologist in the Mexico Academy and Central Schools in Mexico.* She currently is a mental-health consultant with the East Coast Migrant Head Start Program and a school-psychologist consultant with the Oswego County BOCES. She also is contracted throughout New York State on a periodic basis for psychological evaluations/consultation regarding deaf/hard-of-hearing learners in school placements.

Sanger loves cooking, photography, gardening, travel, and helping her children **Ryenn** and **Nathaniel** grow and mature. "People have so much power to determine the path of their lives and, in turn, their happiness," Sanger said. "I hope to help my children and the students at RSD realize that."

Assistant Superintendent **Fred Koch** said, "Ms. Sanger sets a wonderful example of the range a ways teachers can impact the lives of children."

Jo-Ann M. Koch of Greece* insists that to teach is to touch someone's life forever. For the last 27 years, she has been touching the lives of RSD students.

"I teach and yet I learn many things from each one of my students," said Koch, who is a program teacher and speech/communication teacher in RSD's Deaf Infant Program. "A new dimension in my position is to provide more speech and communication support for the child as well as for the families as a shared educational experience. In addition, I promote community awareness and community networking. It's all very challenging and rewarding."

Principal **Lorrie Pasetto** said, "Jo-Ann is central to enhancing and giving stronger support to families during the critical growth years of a child. Parents and educators both realize the importance of infant education, but it's equally important to have a support network in place for family members."

In the Deaf Infant Program, all modes of communication are introduced so that each child can develop to their fullest potential in a variety of communication situations. Koch's role is to establish goals for each child in speech, communication, and auditory learning. Overall, the Deaf Infant Program focuses on signing, vocalizing, speaking, speechreading, listening, reading and writing.

"While the development of effective spoken communication is the ultimate goal, each child works with his or her overall capability," Koch said. "RSD has always remained on the cutting edge of programming. But the challenge is that more can be done, especially in the areas of finding successful teaching strategies and technological advances. In recent years more hearing and deaf families are requesting speech services for their children. It's a challenge RSD is attempting to meet."

"Children are the curriculum": Jeanne Loysen with young students.

"The most meaningful thing is being able to communicate with deaf students." Laura Klement with a student in the therapy room.

At this point in her career, Koch is working with children of former students. As she did with their parents, she is helping to develop skills that will enable this generation of students to make their own decisions with respect to communication options and strategies.

Koch said the most pressing need for the future is increased public awareness and understanding about hearing loss and how it affects a child, a family, and a community. "We need to work together at the family, local and states levels if we are to provide the best possible education for deaf children," she said.

For teacher **Jeanne Loysen** of Rochester, learning, play, and exploration go together. She has a very special challenge as a teacher in RSD's Early Childhood Program, where she teaches children from ages 3 through 5. She's been teaching at RSD since 1971.

"She is setting the foundation for learning with these deaf children and her work is both innovative and successful. She is a master teacher."

"I firmly believe that the children are the curriculum," said Loysen. "My room is set up so that the children have many areas they can explore and discover freely and on their own time frame throughout the day. I believe that if it hasn't been in the hand and the body, it can't be in the brain."

Loysen proves that while her class is very active, it is not a race for information. She focuses her class as a walk for discovery. RSD's Early Childhood Center is a Nationally Accredited Center through the National Association for the Education of Young Children.

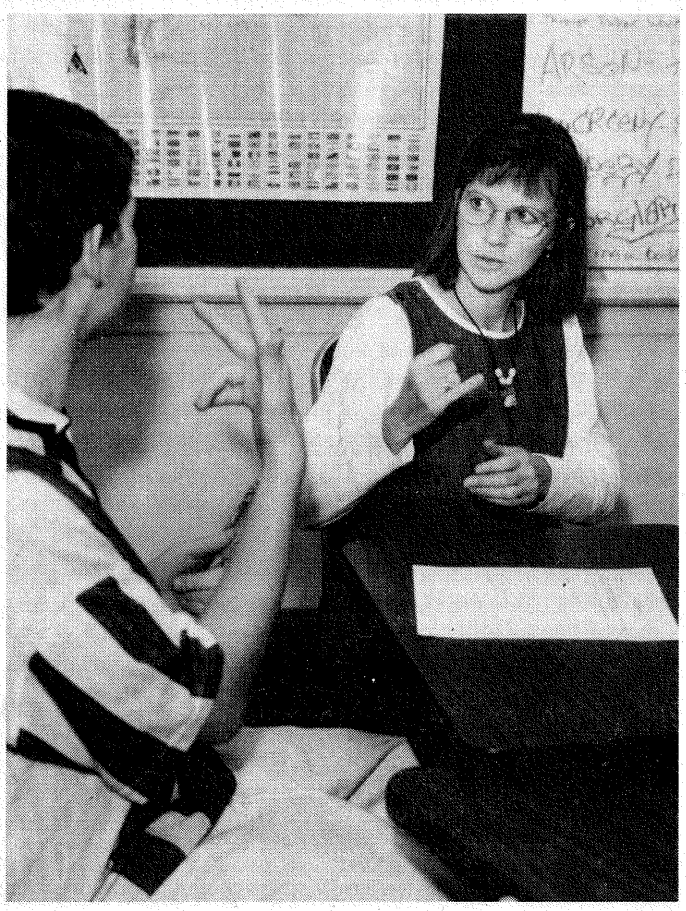
Her work has been rewarded with a mini-grant through RSD to develop a program called The Backpack Project. Games and activities were developed and sent home with the children to develop parent/child participation. The purpose was to improve and encourage active learning that also was fun. Loysen insists that parent involvement and participation in their child's education and learning to communicate with their deaf child is vital for success.

"Schools like RSD must be a viable option for students who are deaf and hard-of-hearing. At RSD, students have equal access to communicate throughout the day and to be involved in the rich Deaf culture that exists here."

Loysen earned her undergraduate degree in Education from SUNY Cortland in 1968 and her Master's degree in Special Education from Nazareth College in 1986.

She taught in Virginia before joining RSD as a substitute teacher in 1971. After subbing for three months, she was offered a permanent position in the Early Childhood Center, where she has been ever since.

"After working with the young children (3-5 years of age), I



"I know the special challenges the students have because I have been there myself." Patty Kenney with a student.

"If you love your work, it shows." Leslie Bowers gives an achievement test.

"Put the student in control of his or her choices." Heather Bell with a student.

decided that this is where I could make the greatest impact on lives," she added. "I love the close personal relationships that can be formed with the young children—they are so open, loving, carefree, and inquisitive. I'm blessed in that I get to see the world through a child's eyes. I love to see the joy of discovery and knowing that I can help lead them on a exploration of the world around them. And because RSD is a relatively small school, our classes are small and that enables me to become close to children and their families."

While Loysen has been highly regarded as a school leader, author, professional presenter, trainer, and member of the Eastridge High School Hall of Fame, it is relationships that continue to make a difference in her life. "The real pleasure is to see the students grow and mature into young adults—many with families of their own," she said. "In fact, I have taught the second generation of students at RSD. It's very heart-warming when students take the time to keep in touch with their former teachers. So, the relationships formed are very important and satisfying to me—something I treasure."

In education, **Laura Klement**, formerly of Hammondsport,* now of Rochester, is known as a "Jack of All Trades." As a residential counselor at RSD, she is a teacher, parent, friend, disciplinarian, counselor, and therapist.

"She makes a tremendous impact on learning and life experiences of our students," said Fred Koch. "Her work has a lasting impact on the overall development of our students.

To pay her way through MacMurray College where she earned a degree in Psychology, Klement worked at the Illinois School for the Deaf in its dorm/recreation program. "My major was Deaf Education and as graduation neared I began to realize that I much preferred the freedom and spontaneity of the dorm to the structure of the classroom," Klement said. "I also found myself drawn to those students who had emotional problems, so I switched my major to Social Work, then Psychology."

Her range of experience before joining RSD included work in a psychiatric hospital with deaf adults and children, the Illinois School for the Deaf in recreation and dorm programs, a teacher assistant in a public school, and a professional in a daycare program.

Some RSD students live in dorms on the 1545 St. Paul Street campus during the week and return home on weekends. "The dorm is now the perfect place to use the skills I acquired in all my majors," Klement said. "RSD leaves plenty of room to be creative, flexible and spontaneous. The most meaningful thing is being able to communicate with deaf students. It's taken me a long, long time to get to where I am today in my

signing skills. The realization that students have learned or experienced something new because of my efforts is very rewarding.

"At RSD our kids come closer to a natural environment of incidental learning than they do anywhere else. Everyone here signs and it really makes a difference in the lives of students. It's great to be an important part of that."

When not working at RSD, Klement loves outdoor activities ranging from backpacking and camping, to photography and birding.

How well are deaf students doing educationally at RSD? That determination is being made by **Leslie Bowers** of Phelps,* who is an Educational Evaluator at RSD. "It is especially rewarding to share with the student, his or her parents, and home-school district concerning the goals that are being reached in this school," she said.

Fred Koch says that Bowers brings an extensive background and creativity to her RSD role. "When you love your work, it shows."

Bowers first began teaching in a BOCES class for the deaf in 1973. Following experience in a middle school for a year and then 7 years as teacher of the deaf in Massachusetts, she began teaching in RSD's high-school program in 1982. She taught English and Social Studies before she began her current position in 1994. "After working with deaf students for many years, I wanted to use my experiences to assist both students and those working with them to make the most of the education. I chose to work with deaf students because of the added challenge of language acquisition and the effect it has on learning."

Bowers says the most pressing need in deaf education for the future is more research into the special needs of the learning-disabled deaf student, along with more research into the effect of language development and the development of the brain and thinking skills.

When not at RSD, she enjoys art and silversmithing. At the same time, she never seems to stop trying to help others. She is in the process of training her standard poodle, Bear, to possibly become a therapy dog for the handicapped.

Leslie and her husband, **Douglas Angers**, who is deaf, have lived in Phelps since 1991. They love living in the Finger Lakes area, but the location also happens to be located between Rochester and Angers' work as a draftsman at Lockheed Martin in Syracuse.

Heather Bell of Victor* has a special reward as a high-school teacher—she gets to see that RSD students are prepared for the future work and social experiences they may encounter. She says, "With new Regents guidelines, there is a greater risk of some students not meeting those standards. That's why RSD's Education, Social, Pre-Work Program (ESP) is even more significant at this time."

In the ESP program, deaf students are given social and career-world experiences to understand the consequences of future choices. "The over-riding philosophy is to put the student in control of his or her choices," said Bell, who works on behalf of at-risk students. "Students in the Work Class Program in high school were even given the opportunity to run their own lunch business. It was a tremendous educational experience."

The 10 students in the Lunch Hour Café project elected managers and divided into advertising, financing, and food service. Their business was a huge personal and financial success. In addition to learning job responsibilities, participants developed career and communication skills before graduation. They also learned that good communication, teamwork, management, and work ethics are vitally important to success in business.

Money earned from the Lunch Hour Café project, car washes, and other activities is placed in a fund that supports rewarding activities such as dinners, roller skating, and year-end trips.

"This position is very rewarding," Bell said. "I had never worked at a residential school for the deaf and wanted to do that. When I moved to Rochester in 1991, I first worked as a substitute teacher and enjoyed that experience, and then moved to a full-time position."

Bell earned her undergraduate and Master's degrees from SUNY Genesee. Prior to joining RSD is 1994, she worked in the elementary and high-school departments at the Willie Ross School for the Deaf in Long Meadow, Massachusetts. She then was a behavior therapist in the Mary Cariola Children's Center, a partner agency of the Al Sigl Center in Rochester.

"Children are all unique and I enjoy each one of them," she says.

Patty Kenney of Pittsford, who's also involved with ESP, is likewise determined to see that RSD students succeed. "I've wanted to work with deaf students since I was in high school," she said. "I know the special challenges the students have because I have been there myself. Being deaf in a hearing world is not easy and I want to support the students and help them overcome their challenges."

Kenney graduated from New Jersey School for the Deaf in 1974, and from Gallaudet College in 1978. She earned her Master's degree from CSUN, then worked for 7 years at NTID as a member of the English team and then with RIT's Learning Development Center's English faculty. The last 3 years she was a reading specialist to deaf students. She joined RSD as a member of the staff in 1994.

Off duty, she enjoys skiing, camping, reading, and gourmet cooking. But what she enjoys most is sharing her experiences, Deaf culture, and knowing she plays an important role in helping her students to succeed.

* Cities or towns in western New York, or suburbs of Rochester.

SOMETHING TO CELEBRATE

There is one event in deaf history that most people have heard of—the Deaf President Now revolution of March 1988, which resulted in Dr. I. King Jordan's becoming the first deaf president of Gallaudet University. But, important as it was, this is only the most famous recent event. There have been many other lesser-known events marking deaf contributions to society that also deserve attention. For this reason, Deaf History Month was established as an annual event on March 13, 1997—just one year ago—by friends and supporters of the nation's libraries. In particular, it recognizes the anniversaries of three important events in American deaf history.

March 13, 1988: the success of the DPN movement in paving the way for Dr. **I. King Jordan** to become the first deaf president of Gallaudet University. The protest had erupted on March 6 after the Board of Trustees chose a hearing administrator as president over two qualified deaf candidates. As a result of DPN, the Board of Trustees was permanently restructured to include a deaf majority, and a composition that better reflected the diversity of the community. Previously, deaf members of the Board were a minority.

April 8, 1864: the signing of the charter by President **Abraham Lincoln** authorizing the Columbia Institution for the Deaf and Dumb (later renamed National Deaf-Mute College, then Gallaudet College, and now called Gallaudet University) to grant undergraduate degrees to deaf students. The college's first president, **Edward Miner Gallaudet**, successfully lobbied President Lincoln to grant the charter. This event is celebrated at Gallaudet University as Charter Day.

April 15, 1817: the opening of the Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons (now the American School for the Deaf), in Hartford, Connecticut. Co-founders were **Laurent Clerc**, **Thomas Hopkins Gallaudet**, and **Mason Fitch Cogswell**. It was the not only the first school for the deaf in the United States, it was first public school for disabled children in the New World. "Old Hartford," as it was affectionately known, inspired the founding of dozens of other schools for the deaf throughout the United States. Among the first: Pennsylvania, Kentucky, and Indiana.

This year's Washington-area observances have been excellent. Another fine program, "Deaf President Now in Historical and Sociological Perspective," is being held at the Arlington County Public Library in Virginia on April 13, and presented by Dr. **John Christiansen**, co-author of **Deaf President Now! The 1988 Revolution at Gallaudet University**. Sponsored by the library system and its friends group, it's the latest in a series of outstanding Deaf History and literature programs given since 1994.

If you would like to learn more about deaf history, your local public library is a good place to begin. In recent years, American public libraries have been improving their deaf-related collections and programs. The state of Pennsylvania has developed a particularly admirable system. The Office for the Deaf and Hard of Hearing in Harrisburg, in cooperation with the Hiram G. Andrews Center and the Cambria County Area Community College, has launched a commendable materials-borrowing program. The result is that Pennsylvanians will soon be able to borrow, through interlibrary loan at their local public library, materials connected with the deaf community and hearing loss that go beyond the limits of their local library system's resources. This fine example of cooperative partnership deserves to be studied by other localities.

For more information about Deaf History Month, contact **Alice L. Hagemeyer** at ☎(301) 572-5168 (TTY), ❐(301) 4134 (FAX), or ❖alhagemeyer@juno.com (E-mail). Voice callers can use Maryland Relay Service at ☎800-735-2258.

Hagemeyer, a retired librarian from the D.C. Public Library and a founder of Friends of Libraries for Deaf Action (FOLDA), is an active member of several deaf and library organizations, particularly the White House Conference on Libraries and Information Task Force (WHCLIST). Her contributions have appeared frequently in **DEAF LIFE Plus**.

MAKE A DAY OF IT

On April 17, he NAD and American School for the Deaf are sponsoring the official dedication of the new headstones for **Laurent** and **Eliza Boardman Clerc**, in Hartford, Connecticut. Tentative schedule:

9:30 a.m.: Continental breakfast at ASD, 139 North Main Street, West Hartford.

10:30 a.m.: Bus to Spring Grove Cemetery (wear flat shoes!).

11:00 a.m.: Ceremony starts at Spring Grove Cemetery, 2035 Main Street, Hartford.

12:00 p.m. Bus ride to Connecticut Historical Society, One Elizabeth Street, Hartford.

12:30 p.m.: Luncheon provided by Sprint/CT Telecommunications Relay Service.

1:30 p.m.: Historical tour in Hartford.

3:00 p.m.: ASD Chat Room and Museum.

6:00 p.m.: Cash bar at ASD's Ward Gym.

7:00 p.m.: Buffet banquet dinner. Menu: seafood Newburg, sliced roast beef, stuffed chicken breast, bowtie pasta with roasted vegetables, desserts, coffee, hot and iced teas.

8:00 p.m.: Speeches and entertainment.

UPCOMING CONFERENCES, CONVENTIONS, WORKSHOPS, & FESTIVALS

TLC'S TRIBUTE TO MP

The Learning Center for Deaf Children will host a tribute to **Marie Jean Philip** on Friday, May 15, from 2:00-7:00 p.m. So that TLC can accommodate everyone who would like to honor "MP," you need to make a reservation. If you can let TLC know who and how many will be coming by April 3, it will be very helpful to them.

For detailed information, visit this Web address: ✷http://www.tiac.net/users/tlc/mp

If you'd like to receive a flyer, or have any questions, contact TLC at:

☎(508) 879-8792 (TTY/Voice)
❒(508) 875-3355 (FAX: attn.: MP Tribute)
❖MP_tribute@tlcdeaf.org (E-mail)

Or write:

MP Tribute
The Learning Center for Deaf Children
848 Central Street
Framingham, MA 01701

CLEAN, SOBER, & WHOLE

The University of Utah School on Alcoholism and other Drug Dependencies is offering a specialized session focusing on substance-abuse issues within the Deaf and hard-of-hearing communities. It will be held June 14 to 19, and is for those who would like to develop a better understanding and awareness of considerations when working with Deaf and hard-of-hearing clients who may have a substance-abuse problem. Presentations will include: general substance-abuse information, interpreter issues, psychological aspects, family issues, HIV/AIDS and drug/alcohol prevention information, clinical approaches, relapse prevention, treatment planning, and ethical issues. For more information, contact The Minnesota Chemical Dependency Program for Deaf and Hard of Hearing Individuals at ☎1-800-282-3323 (TTY/Voice).

1998 IDCNA POWWOW

The fifth annual *Intertribal Deaf Council of North America* will be held near Duck Lake, Saskatchewan, Canada, from August 11 to 14. This organization is run by and for the Deaf Native Americans (a.k.a. "American Indians"). For more information, contact **Vernon Eyaphpaise**, P. O. Box 265, Duck Lake, Saskatchewan, Canada S0K-1J0, ☎(306) 467-2204 (TTY/Voice), ❒(306) 467-4407 (FAX).

BRIEFLY NOTED

➨ *The National Training Conference on Employment of Federal Employees Who are Deaf or Hard of Hearing* is being held April 14-16 at the National Institutes of Health in Bethesda, Maryland. Contact: **Eric F. Spanbauer**, OASA (M&RA) EEO Agency, Crystal Mall 4, Suite 207, 1941 Jefferson Davis Hwy., Arlington, VA 22202-450; ❒(703) 607-2042 (FAX); ❖spanbef@hqda.army.mil.

➨ *Impact of Deafness on Cognition* (American Educational Research Association Conference), San Diego, California, April 14.

➨ The Western Pennsylvania School for the Deaf is hosting the Northeastern Regional Association of School Nurses for the Deaf on April 17, 18, and 19. Contact: **Rose Farber**, RN, BS.Ed., WPSD, 300 East Swissvale Avenue, Pittsburgh, PA 15218-1469. ☎(412) 244-4212; ❒(412) 244-4223 (FAX).

➨ Deaf Adult Services will host Silent Weekend '98 from Friday through Sunday, April 24-26. Contact: DAS, 491 Delaware Avenue, Buffalo, NY 14202; ☎(716) 885-4955 (TTY); ☎(716) 885-DEAF (3323—Voice); ❒(716) 885-3384 (FAX).

➨ *Empowerment Through Partnerships: PEPNet '98 Biennial Conference on Postsecondary Education for Persons who are Deaf or Hard of Hearing*, is being held April 29-May 2, at the Holiday Inn, International Drive, Orlando, Florida. Contact: **Marcia Kolvitz**, Outreach/Training Coordinator, Postsecondary Education Consortium, University of Tennessee, 2229 Dunford Hall, Knoxville, TN 37996-4020; ☎(423) 974-8428 (TTY); ☎(423) 974-8427 (Voice); ❒(423) 974-3522 (FAX); ❖pec@utk.edu.

➨ The "47" Alumni Association of the Deaf, Inc. will celebrate the 90th anniversary of J.H.S. 47 School for the Deaf, starting Thursday, June 11. Contact the "47" Alumni Association of the Deaf, Inc., J.H.S. 47 School for the Deaf, 225 East 23rd Street, New York, NY 10010; ❒(212) 685-9614 (FAX).

➨ *Deaf People in Hitler's Europe (1933-1945)* will be held June 21-24 at the Gallaudet University Kellogg Conference Center. Contact: Professors **John Schuchman** and **Donna Ryan** of Gallaudet's History and Government Department at ☎(202) 651-5474 (TTY/Voice, ❒(202) 651-5652 (FAX); ❖jsschuchman@gallua.gallaudet.edu or ❖dfryan@gallua.gallaudet.edu.

➨ The *National NAD Conference* will be held July 7-11 in San Antonio, Texas. Theme: "Branding Our Future: Leading, Not Lassoed." ❖NADHQ@juno.com.

➨ The Pennsylvania Society for Advancement of the Deaf will holds its convention July 23-26, at Pocono Manor Inn, Pocono Manor. Contact **Carl Frels**, ☎(717) 342-1170 (TTY), ❖cfrels@email.msn.com (E-mail).

➨ California School for the Deaf, Fremont will host the Junior National Association of the Deaf's 16th Biennial National Convention from July 24 to 29. Theme: "Preparing for the 21st Century—Deaf Youth's Perspective." Sponsors wanted. Contact: **Diana Herron Rhodes** at ☎(510) 794-3708 (TTY), ❒(510) 794-9250 (FAX), or ❖diana@csdf.cde.ca.gov (E-mail) or write to her at CSDF, Outreach Division, 39350 Gallaudet Drive, Fremont, CA 94538.

➨ The *16th Annual National Black Deaf Conference* will be held Monday, August 10, through Sunday, August 16, at the Westin Hotel in downtown Indianapolis. Host: Indianapo-

lis Black Deaf Advocates. Theme: "The Black Deaf Community: Building Collaborative Partnerships." Contacts: **Donald Tinsley** at ☎(317) 298-3705 (TTY/Voice) or ☎(317) 232-1143 (TTY/Voice), or **Lori M. Qadir**, Indianapolis Black Deaf Advocates, P.O. Box 53334, Indianapolis, IN 46253-0334; ☎(317) 931-0757 (TTY) or ☎(317) 475-2106 (Voice). ❖ICBDA@aol.com.

➨ The 1998 National Jewish Deaf Congress Convention (22nd Biennial Convention), will be held August 11-15, at Universal City, California. Host: Temple Beth Solomon of the Deaf. Contact: Convention Chair **Fred Lovitch**, ☎(818) 896-6721 (TTY), ☎(818) 899-2202 (Voice), ❐(818) 899-2123 (FAX), ❖flovitch@aol.com.

➨ Signs of Sobriety, Inc., will host a 4-Day "SoberCamp for Deaf Adults in Recovery and their Families" at Camp Kirby in Upper Black Eddy, Bucks County, Pennsylvania, from August 24 to 27. Presenters wanted. Signs of Sobriety, Inc., 865 Lower Ferry Road, Suite B9, Ewing, NJ 08628. Or call ☎(609) 882-7177 (TTY); ☎❐(609) 882-7677 (Voice/FAX); ❖SOSNJ@juno.com (E-mail).

➨ The Southeast Regional Institute on Deafness will hold its 28th Annual Conference, *Expanding Horizons: A Peak into the 21st Century*, at the Radisson Hotel in Asheville, North Carolina, November 1-4. Contact: **Terry Kemp**, NC Division of Vocational Rehabilitation, P.O. Box 26053, Raleigh, N.C. 27611 or call ☎(919) 733-5924 (TTY) or ☎(919) 733-3364 (Voice).

➨ The *Sixth International Conference on Theoretical Issues in Sign Language Research* (TISLR 98) will be held November 12-15. Abstracts for presentations must be received by Friday, April 17. Contact: **Mike Kemp**, Department Chair, TISLR 98 Abstracts, Department of ASL, Linguistics, and Interpretation, Gallaudet University, 800 Florida Ave. NE, Washington, D.C. 20002 (USA). Accepted papers must be submitted by October 1. Communications about the conference, including registration, lodging, and program information, are being handled via the conference Website: ✷http://www.gallaudet.edu/~aslweb/tislr98/

Questions concerning the program can be E-mailed to ❖info_tislr@gallua.gallaudet.edu.

➨ *The First International Conference on Deaf Education & Technology: "Tools for the 21st Century,"* will be held November 17-22, in conjunction with Deaf Awareness Week, in Bermuda. Deadline for proposals is March 30. Contact: **Jennifer Jeffers-Grant**, Chair, 1st International Conference on Deafness, P.O. Box 1749, Hamilton HM GX, Bermuda; ☎❐(441) 238-8116 (TTY/FAX); ❖jeffers@ibl.bm.

➨ The 28th Quadrennial Convention of the National Fraternal Society of the Deaf will be held at Buena Vista Palace at Walt Disney Village World. near Orlando, Florida, July 22-24, 1999. Contacts: Convention Chair **Doris Berman**, ☎(954) 720-5619 (TTY) or ❐(954) 721-8852 (FAX); **Manny Golden**, ☎(904) 797-3817 (TTY) or ❐(904) 794-1679 (FAX).

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SUMMER PROGRAMS & CAMPS

Magnífico! **In last year's YSP, participants studied Mexican culture and at the end of the 2-week program, gave a performance in Mexican dress.**

OH, TO BE A TEENAGER!

Deaf, hard-of-hearing, and hearing students from around the United States will gather at Gallaudet University this summer to participate in an exciting and challenging 4-week institute in the performing arts. Known worldwide for its innovative and stimulating curriculum, Gallaudet's Young Scholars Program welcomes young people between the ages of 14 and 19 to the campus to study acting, dance, and creative sign language.

Each year, YSP selects a cultural focus for its course of study. This summer, the students, faculty, and staff will study South African culture. Joining the faculty to guide the cultural exploration will be **Walter Chakela**. He is the Artistic Director of the Windybrow Centre for the Arts in Johannesburg. Chakela has written, directed, and produced a series of plays that have been performed at the Grahamstown Festival, Market Theatre, Funda Center, and other locations throughout South Africa. He is one of the first black leaders in the performing arts to work with performing-arts councils and

has been instrumental° in the training and development of numerous black stage designers, technicians, and artists. He has also initiated programs to include deaf South Africans in the Windybrow Centre's activities.

In addition to their performing-arts classes, YSP students will attend workshops, lecture demonstrations, performances, and museums to enhance their understanding of South African culture. Students also participate in the Personal Discovery Program to encourage self-esteem and interpersonal relationships. At the conclusion of the institute, the students and faculty will create a showcase performance demonstrating the skills and knowledge they have gained at YSP.

Students who successfully complete this summer's YSP South Africa exploration may apply to the program's International Touring Company. This summer, the company will conduct a 3-week performance and workshop tour of India. Tours of Mexico, Russia, the American South West, and South Africa are being planned.

☛ If you have further questions or would like an application form and brochure, write to **Bernard Palmer**, Young Scholars Program, Gallaudet University, 800 Florida Ave., NE, Washington, DC 20002-3695. ☎(202) 651-5550 (TTY/Voice); ❐(202) 651-5065 (FAX); ❖ebpalmer@gallua.gallaudet.edu (E-mail).

instrumental: playing a major role.

Your alibi won't hold water—or stand up to spectroscopy! Who killed Lord Stoneheart? Participants will solve this and other mysteries at *Science for Crime Solvers*, a 4-week summer course at Gallaudet University (June 22-July 17). Like the YSP, this is for deaf, hard-of-hearing, and hearing students ages 14 through 19 from around the United States.

Science for Crime Solvers focuses on forensics—the use of science in police work. Students will become scientific detectives while analyzing the clues and evidence at the scene of make-believe crimes. Chromatography, spectroscopy, and other scientific techniques are the tools they will use to solve crimes. Chemistry, biology, logical thinking, creative writing, and computers will lead them to the solution of each mystery. They will also learn how to analyze blood samples. fingerprints, footprints, hair, fibers, soil, and drugs. What they learn in the classroom and lab will be supplemented with field trips to the FBI, DC Police, and the Environmental Protection Agency, and by discussions by experts.

See above for application information.

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"GROWING TOGETHER JEWISHLY"

The Kesher Family Camp, a program for Jewish families with deaf or hard-of-hearing members, will hold its third season at Camp Ramah in the Poconos. This special program, the first of its kind offered under the auspices of the Ramah camping movement, is designed to enable Jewish deaf children and adults to begin or further develop their Jewish identities within the format of a family-camp program. It incorporates both learning and recreational components, encouraging families to learn, play, and grow together Jewishly.

Because those who have attended Kesher Family Camp for the past two summers have had such positive experiences, two sessions are being offered for the 1998 season so that twice as many families can benefit from this unique opportunity. Don't miss out this year. The dates for our 1998 season are:

Session I: Wednesday, June 24-Sunday, June 28

Session II: Monday, June 29-Thursday, July 2

Kesher Family Camp is open to Jewish families throughout the United States and Canada and is designed to accommodate families with a range of communication needs. The Kesher staff is composed of deaf and hearing educators and artists, and highly qualified interpreters who are skilled in both sign-language and oral interpreting. Camp Ramah staff assist in art, swimming, sports, nature study, and more!

The application deadline is May 1. Space is limited to approximately 10 families per session. Scholarships are available.

☛ For information about the Kesher program, contact:

Marcia Tilchin, Kesher Director
70 LaSalle Street, Apt #4H
New York, NY 10027
☎(212) 280-5930 (TTY/Voice)

☛ For registration or to request an application, contact:

Camp Ramah in the Poconos
101 Greenwood Ave., Suite 290
Jenkintown, PA 19046
☎(215) 885-8556 (Voice only)
❖schapira36@aol.com (E-mail)

Background: Camp Ramah in the Poconos is a nonprofit Jewish educational camp sponsored by the Jewish Theological Seminary. It's located in northeastern Pennsylvania, about 4 hours north of Philadelphia and 3 hours west of New York City.

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PADDLING ON PARADISE POND

Clarke School for the Deaf/Center for Oral Education will offer its annual *Summer Adventure* program for auditory/oral deaf and hard-of-hearing children and their siblings. Two 2-week sessions are provided for 9-to-12-year-olds: July 5 to 17 and July 19 to 31. Now in its 16th year, the program emphasizes academics, leadership, independence and fun.

Summer Adventure '98 is carefully designed to introduce students to new ideas and situations. Experienced and dedicated teachers encourage students to communicate orally and confidently. Sports and recreational activities are an integral part of the daily program. With the staff, students enjoy time outside the classroom at nearby Paradise Pond on the Smith College campus and at other attractions such as Riverside Amusement Park and Mt. Tom Water Slide. Special activities feature field trips, including an exciting whale-watching expedition near Gloucester, Massachusetts.

Clarke's 30-acre campus is located in New England's

beautiful Pioneer Valley, in a safe residential neighborhood near Smith College. Students enjoy modern facilities, including a dormitory, indoor pool, a tennis court, a soccer field, a full-court gymnasium, and an exercise room. There's state of-the-art technology, including 35 computers with numerous software programs and access to the Internet. The campus is within walking distance of nature trails and downtown Northampton, where children can visit the Words & Pictures Museum, specialty stores, and ice-cream shops.

☛ For more information or for a copy of the *Summer Adventure '98* brochure, contact the Clarke Program Information Office at ☎(413) 584-3450 (TTY/Voice) or ❒(413) 584-8273 (FAX), or ❖info@clarkeschool.org (E-mail), or visit Clarke's Website at ✷www.clarkeschool.org.

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COME ONE. COME ALL: CAMP MARK SEVEN PROGRAMS

CHILDREN/YOUTH PROGRAMS

The first three sessions are for Deaf people, ages 13-19.

1. Youth Session, June 23 -July 11. Activities will include a 3-day canoe trip, outdoor games, arts & crafts, hiking, swimming, tubing, etc. Guest speakers include Dr. **Frank Turk**.

2. Backpacking Week, June 23-June 30. A trip in the Adirondack Mountains, group activities. Participants will learn to backpack, read land maps, understand rules of the wilderness, cook, and set up camp.

3. Canoeing Week, July 11-18 or July 18-25. A trip in the Adirondack wilderness, group activities. Youth will learn canoeing techniques, rules of the wilderness, reading water maps, cooking, setting up camp.

4. KODA Week, August 2-8. For hearing Kids of Deaf Adults ages 11-15. Swimming, tubing, kneeboarding, waterskiing, sailing, outdoor games, arts & crafts, hiking.

5. Children's Session, July 19-31. For Deaf children ages 9-12. Canoeing, camping out, outdoor games, arts & crafts, hiking, swimming, tubing, kneeboarding, waterskiing.

ELDERCAMP, August 16-22. For older deaf people. Guest speakers, hiking, arts & crafts, lawn games, swimming, field trip, pontoon trip, Bingo, Las Vegas Night.

FAMILY WEEK, July 12-15 or August 9-15. For families with a Deaf member, either adult or child. Daily activities include canoeing, hiking, picnics, swimming, basketball, tennis, outdoor games, arts & crafts, special events. Waterskiing, tubing, and kneeboarding, small additional fee.

AMERICAN SIGN LANGUAGE PROGRAMS

✷ Beginning/Intermediate ASL: May 31-June 6. Learn survival communication, fingerspelling, nonmanual grammar, numbers.

✷ Immersion ASL: June 7-13. Learn classifiers, discourse, storytelling, pragmatics, semantics, nonmanual grammar, and linguistics. Taught by Jennifer Furlano of Westminster, Maryland. (For more information about these ASL programs, you can contact her at JJFurlano@gallua.gallaudet.edu).

✷ Scripture Studies Week: June 14-20. For all Deaf people interested in learning more about the Bible. A week of reflection and prayer led by Father Thomas Coughlin, first Deaf Catholic priest ordained in the U.S., and founder of the camp. Recreational activities included.

☛ Camp Mark Seven is located at the Fourth Lake in the Adirondack Mountains. It was founded in 1981. Classes and sleeping quarters are in a multi-level lodge. Bedrooms are dorm-style with 2 to 6 twin or bunk beds. The camp is smoke-free, and pets and RV trailers are not permitted. Program fees include room and meals. For more information, contact **Lisa Flynn**, Camp Mark Seven, ☎(508) 624-0956 (FAX) or ☎(508) 624-7688 (TTY); ❖LisaFlynn@aol.com (E-mail). ➢

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SHARING THE SECRETS

The Minnesota Deaf Community HIV/AIDS + STD° Network, a program of DEAF Incorporated, has received Honorable Mention in the **Innovations in STD Education: A Compendium of Community-Based Programs that Reduce the Incidence of STDs: Model Program Search 1997**. Of the 47 programs that responded to the nationwide search for model programs, DEAF was one of 7 organizations that received an Honorable Mention.

The **Compendium** is an 84-page listing of STD-prevention-education programs nationwide that are recognized for their unique and cost-effective approach to reaching at-risk populations. The goal is to recognize programs that are working to reduce the incidence of STDs throughout the country and to share the secrets of program successes with other communities. Program objectives, population, and contact information are provided about the programs that entered the nationwide search. This valuable publication is a National Public Service Campaign sponsored by 3M Pharmaceuticals of St. Paul, Minnesota.

More than 12 million new STD diagnoses occur annually. STD infection is one of the fastest-growing epidemics in the United States. DEAF is proud to be published alongside such programs as Entre Nosotros° (Texas), The Prevention Connection (Los Angeles), Condom Promotion Intervention (Boston) and The ABCs of STDs (Chicago).

For more information about the Minnesota Deaf Community HIV/AIDS + STD Network, contact Nancy Emery at ☎(612) 297-6707 (TTY/Voice), ❒(612) 297-6766 (FAX), or ❖NancyEmery@deafinc.org (E-mail). To obtain information about other DEAF programs, contact Michael Zeledon at ☎(612) 297-6704 TTY, or at ❖deafinc@deafinc.org (E-mail).

STD: sexually transmitted disease.
Entre Nosotros: Come in with us (Spanish).

GETTING A FOOT IN THE DOOR

On January 16, DEAF staff, volunteers, and Deaf-community members testified at the regular monthly meeting of the Minnesota Commissioners' Task Force on HIV/STD Prevention Education. They were successful in getting a seat on the Task Force designated for them.

DEAF staff and HANDS Coalition volunteers have been attending the Task Force meetings since Fall 1996. In the beginning, the Deaf/HH community was virtually an "invisible" community to the Task Force. Deaf advocates made an effort to attend meetings, request sign-language interpreters, comment on community risk and co-factor issues, and inform the Task Force about the language and culture of the Deaf/HH community. DEAF staff also attended Counseling and Testing, and Funding and Prioritization sub-committee meetings.

The January 16 testimony focused on English as second language, communication barriers, and lack of culturally and linguistically appropriate programs as co-factors in Deaf-community risk. DEAF plans to create an advisory group to facilitate this Task Force seat. Under this model, staff and volunteers will be eligible to legally vote in the seat. The decision to go with the advisory-group seat was inspired by the Task Force's American Indian seat model. This model establishes monthly advisory-group meetings and designates four people eligible to vote at Task Force meetings. DEAF is looking forward to officially having a community seat beginning in June.

FIVE ACRES HONORED

On February 28, Five Acres Boys' and Girls' Society of Los Angeles received a Distinguished Service Award from the National Center on Deafness for its pioneering efforts in serving abused deaf children and families. Five Acres' Deaf Services Program was established in 1990 to provide free outreach services for the treatment needs of abused deaf children in Los Angeles County. Services include outpatient individual and family counseling, home-based services, perinatal-education services, and parenting-education classes. To date, the Deaf Services Program has served more than 230 families. Five Acres also established the nation's first Deaf Foster Care Program in 1996 and is building a network of signing foster homes for deaf children.

NCOD established its Distinguished Service Award in 1971. The citation for Five Acres read: "Five Acres' efforts to reach out to this underserved, but needy, population has brought them recognition in the deaf community and makes them truly deserving of the Distinguished Service Award." Said **Robert Ketch**, Executive Director of Five Acres: "This recognition from the National Center on Deafness is a welcome validation for our work with the deaf to prevent and treat child abuse, which is such an important part of our efforts."

Five Acres, founded in 1888 (110 years ago) as one of Los Angeles' first orphanages, is a therapeutic prevention, treatment, and education center for abused hearing and deaf children. Address: 760 West Mountain View Street, Altadena, CA 91001-4996; ☎(626) 798-9006 (TTY); ☎(626) 798-6793 and ☎(213) 681-4827 (Voice); ❐(626) 797-7722 (FAX); ❖HN2716@handsnet.org (E-mail); ✷www5acres.org (Web).

THE GOOD WORK CONTINUES

The Minnesota Chemical Dependency Program for Deaf and Hard of Hearing Individuals, part of Fairview Recovery Services, the chemical-dependency and treatment organization of Fairview Hospital and Healthcare Services, has received a training grant that will continue for 3 years. This funding is from the Federal Rehabilitation Services Administration Long-Term Training grant competition. The grant provides training to professionals working with chemically-dependent deaf and hard-of-hearing persons. (That is, they have an alcohol or drug-abuse problem.) The program, now in its second year, will continue to prepare professionals to work with deaf and hard-of-hearing clients who have substance-abuse problems and allow them to refer clients for additional services as appropriate.

The grant funds a cooperative effort between the Minnesota Chemical Dependency Program for Deaf and Hard of Hearing Individuals at Fairview and the University of Minnesota's Department of Educational Psychology program of the College of Education and Human Development. The grant will provide training for 25 people per year for 3 years, focusing on substance abuse and deafness. Participants will be involved in summer classes and a year-long distance-learning course for which they will earn 12 graduate level credits through the University of Minnesota.

The Minnesota Chemical Dependency Program for Deaf and Hard of Hearing Individuals which is part of Fairview Recovery Services is the only treatment program in the country to offer a specialized program for deaf or hard-of-hearing clients. The Program has received praise from the Deaf community and serves people from across the country. Since the program opened more than 7 years ago, well over 600 clients have participated in treatment.

The University of Minnesota's Program in Special Education in the Department of Educational Psychology provides professional training for persons pursuing careers in the field of education and research focusing on the issues related to deaf and hard-of-hearing persons. The University's Program is nationally ranked as a leader in educational psychology and the field of special education. This training effort will be coordinated by **Debra Guthmann**, Ed.D., Project Director; **Katherine Sandberg**, Assistant Project Director; **Holley Hybsa**, Training Coordinator; and **Susan Rose**, Ph.D., University of Minnesota Faculty Coordinator.

For more information, contact Holley Hybsa at The Minnesota Chemical Dependency Program for Deaf and Hard

of Hearing Individuals, 2450 Riverside Avenue, Minneapolis, MN 55454; ☎(612) 672-4402; ☎(612) 672-4516 (FAX).

LOTS TO DO

Consumers and professionals have formed a new program: the National Association on Alcohol, Drugs, and Disability (NAADD). "People with disabilities have been denied good alcohol and drug prevention and treatment services for too long. We aim to do a lot to remedy this situation!" said **Al Buss**, President, announcing the formation of NAADD. "The time has come for substance abuse programs to seriously address the needs of our brothers and sisters."

This new advocacy organization has been formed to improve alcohol and drug services to people with disabilities. Members include people with disabilities, substance-abuse prevention and treatment professionals, disability-service providers, and parents who are concerned about the accessibility of traditional programs.

The passage of the ADA has increased pressure to improve access to public and private services. Current estimates suggest that there may be as many as 20 million Americans with disabilities in need of alcohol and drug-prevention and treatment services.

The objectives of NAADD include:

✚ Networking with individuals and agencies to share information, strategies, resources, and ideas,

✚ Increasing funding opportunities for high quality research and innovative local programming,

✚ Generating and archive information through a national newsletter and peer-review journal,

✚ Convening regional and national conferences.

For further information or to request a membership packet call:

Deb Guthmann
39350 Gallaudet Drive
Fremont, CA 94538
☎(510) 794-3684 (TTY/Voice)
❒(510) 794-2409 (FAX)
❖dguthmann@aol.com (E-mail)

John de Miranda, Executive Director
2165 Bunker Hill Drive
San Mateo, CA 94402-3801
☎(650) 578-8047 (Voice)
❒(650) 286-9205 (FAX)
❖jdem@aimnet.com (E-mail)

WHAT'S DOING IN & AROUND VIRGINIA

from the **NVRC Digest**

ALDs & more: The Virginia Assistive Technology System will hold its 8th annual conference May 6-8 at the Holiday Inn Executive Center in Virginia Beach. Highlights include a networking room and many workshops with a focus on recreation and leisure. The Virginia Beach Waterfront International Arts Festival will be taking place during the conference. Some scholarships are available for users of assistive technology (such as hearing aids, cochlear implants, TTYs, visual-alert systems) and their family members. You must apply by April 3. For more information about scholarships, contact **Bob Krollman** at ☎800-435-8490 (TTY/Voice). ➢

Support services: Gallaudet's Mental Health Center is co-sponsoring a conference on June 1, 1998 on forensic mental-health services and deaf people. This conference will take place at the Kellogg Conference Center. Contact University Conference Management at ☎(202) 651-6060 (TTY/Voice). ➢

Find out what the dolphins are really saying: National Aquarium Deaf Awareness Day: Visit the National Aquarium in Baltimore on June 6 from 10 a.m. to 4 p.m. NVRC has discount coupons for the tickets. Certified sign-language interpreters will be at the seal feedings (10 a.m. and 4:15 p.m.), ray feedings (10:15 a.m. and 3 p.m.), dolphin shows (11:30 a.m., 1:00 p.m., 2:30 p.m., and 4:15 p.m.), puffin feedings (11 a.m. and 3:30 p.m.), and for general visitor programs in the auditorium (12:10, 1:40, and 3:10 p.m.). For more information, contact the National Aquarium at ☎(410) 659-4278 (Voice) or leave a TTY message at ☎(410) 625-0720. ➢

Ah, a New England autumn! Maryland Deaf Seniors will head for points north from September 28 to October 2. A bus will pick up riders at the Maryland School for the Deaf, Columbia Campus, at 7:30 a.m. on September 28 and drive to the Sheraton Inn in Springfield, Massachusetts. The following day there will be a tour of Canterbury Shaker Village, New Hampshire, Castle in the Clouds, a lunch cruise on Lake Winnepausakee, free time in Wolfeboro, New Hampshire, and overnight at Misty Harbor Resort. Day 3 will see the group on the Mt. Washington Cog Rail, at the outlet stores, and on a scenic drive on Kancamangus Trail. The following day will bring a Green Mountain Train Ride and cruise on the Connecticut River. On October 2, the group will stop at the American School for the Deaf as it heads home. For registration and fee information, contact **Rudolph C. Hines**, 4002 Van Buren St., University Park, MD 20782. ➢

WHAT'S NEW AT UH&DS

✷ **Anne M. Dichele** is the new Executive Director of United Hearing & Deaf Services, Inc. Dichele, who lives in Boca Raton, was formerly the Director of the March of Dimes of Palm Beach and Martin Counties. She is a member of the Public Relations Society of America, and a graduate of Leadership Boca and Leadership Delray.

UHDS held an Open House and Town Hall Meeting on March 15 so that members of the community and friends of UHDS could meet her.

UHDS' offices are located at 2800 West Oakland Park Boulevard in Oakland Park, Florida. Call ☎(954) 731-7200 (TTY/Voice) or ☎(954) 731-7208 (TTY only).

✷ UHDS has received a $1,000 grant from the Merrill Lynch & Co. Foundation, Inc. This gift will help UHDS achieve its goals and objectives in providing much-needed assistance to individual clients and families throughout Broward County. Among the services offered by UHDS:

- A state-of-the-art audiology clinic and free Assistive Listening Device Center
- Individual, family, and group mental-health counseling and services
- Victims of Crime Assistance and advocacy for persons who are deaf/HH persons
- 24-hour sign-language interpreting services
- State-authorized distribution site for free telephone equipment for deaf/HH persons
- Kids' Program for deaf/HH youth in elementary, middle, and high-school grade levels
- Social and support groups for people of all ages

A REMINDER

Sweet Nothing in My Ear is being presented on the upstairs mainstage of the Victory Gardens Theater, 2257 N. Lincoln Avenue in Chicago. Previews are March 28, 8:30 p.m.; March 29, 2 p.m.; March 31-April 2, 7:30 p.m.; and April 3, 7:30 p.m.

A MEETING OF THE MIMES

from a report by **Diana Lejins**

On February 28, world-renowned mime **Marcel Marceau** gave a typically superb performance at Los Angeles' historic Wiltern Theatre. Afterwards, **Bernard Bragg** answered a special backstage invitation. The two met and embraced as friends do after a prolonged absence.

Bragg's relationship with Marceau began over 40 years ago when Marceau gave his first American tour in February 1956. He invited Bragg to study with at his school, the Theatre Ambigu in Paris. Bragg attend the school that summer. One thing led to another, and he become the first deaf professional actor. This opened the door for other deaf performers. In 1967, Bragg helped found the National Theatre of the Deaf.

Old friends: Marcel Marceau (left) and Bernard Bragg meet again. Both have been busy performing, traveling, and inspiring audiences around the world. (Courtesy of Diana Lejins)

Marceau and Bragg have continued to cross paths through the years. They have met in several cities, including Moscow, London, Paris, Chicago, New York, and San Francisco.

Marceau's performance at the Wiltern Theatre celebrated his "50 Years of Genius," and received a standing ovation from the audience. It ended an 8-year absence.

Currently, Bragg teaches drama and related subjects and continues his involvement with the Deaf West Theatre in Hollywood. He translated Shakespeare's ***Romeo and Juliet*** for an ASL production at the Odyssey Theatre in April.

He recently wrote a one-act play, ***To Whom It May Concern***, about two brothers—one hearing, one deaf—who are separated at birth and meet for the first time 25 years later. He directed and rehearsed students for a March performance at CSUN. For information, call ☎(818) 677-4973 (TTY) or ☎(818) 677-5116 (Voice).

COMEDY, MAGIC, & PRIDE

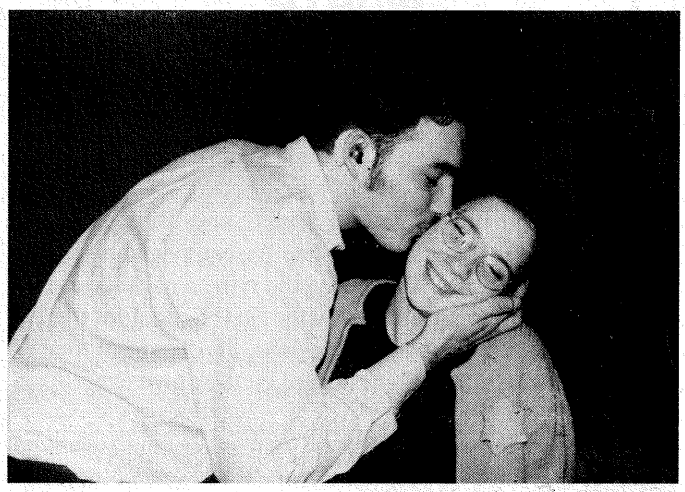
Students at Florida School for the Deaf and the Blind, St. Augustine, have been celebrating their cultural heritage through a variety of activities during DEAFestival '98. (On February 28, Sunshine Too performed a variety show on campus. On March 1, Dr. **I. King Jordan** talked to high-school students about college opportunities.) On the FSDB campus, the following activities are open to the public: On Monday, March 30, 7:30 p.m., Deaf Magician **Matt Morgan** from Wisconsin will perform his magic show. And on Thursday, April 9, 7:00 p.m., Deaf Comedian **"CJ" Jones** will perform a stand-up comedy show. Both performances will be held in Kirk Auditorium in Memorial Hall, on campus. Tickets are $3.00 for children and $5.00 for adults. Voice

interpreters will be available for the hearing public.

Directions: The most convenient entrance is at the security gate located at the Genopoly Street entrance one block off San Marco Avenue. There is parking inside the gate, and Kirk Auditorium is to the immediate left of the parking lot.

In classrooms and special assemblies, FSDB students are also celebrating many events that will enhance their awareness of their Deaf culture through discussions, art and literature, sign-language storytelling, guest speakers, career awareness, and drama productions.

HIDING OUT



Stolen joy: Kenneth Lloyd as Peter van Daan and Doris Mae Bailey as Anne Frank in WPSD's production of *The Diary of Anne Frank*.

This year marks the 50th anniversary of the first publication of **Anne Frank's** diary. WPSD presented ***The Diary of Anne Frank*** in early February. The cast and crew consisted of 30 deaf and hard-of-hearing junior-high and high-school students, all volunteers. They memorized the English script, then began developing an original ASL version. Ten hard-of-hearing and deaf voice interpreters made the dialogue accessible to non-signing members of the audience.

For the students, the experience was educational on several levels. They did research on this terrible chapter in history and gained understanding of what it would have meant to be deaf or hard-of-hearing in Germany and Holland during this time. The cast members, being teenagers themselves, also related to Anne's character. They empathized with her—a teenage girl hiding in the annex, imprisoned, trying to cope with her newly-restricted world, exploring her fantasies and dreams, sharing her secret thoughts with "Kitty," her diary—but never to be free again.

Students and staff joined **Bill Walter's** challenge to collect 6 million pull tabs, each representing one person lost during the Holocaust. Walter is a History and World Cultures teacher at the Community Day School in Pittsburgh. The 6 million tabs will be on display at the Holocaust Center in Pittsburgh when completed. WPSD collected 8,000 in approximately 4 weeks.

All proceeds from the play were donated to Close Up, Space Camp, and the Holocaust Center in Pittsburgh.

CREATIVE ACCESS: UPDATE

Recent event: Creative Access and TRIPOD Captioned Films' "Movie Access Project" sponsored 3 days of open-captioned screenings of ***Titanic***, March 13-15. It was the first such screening of a current-title, popular movie distributed in a normal manner in Philadelphia and South Jersey theaters. (See ***Titanic*** item below.) Screenings were held at GCC (General Cinema) Franklin Mills, Philadelphia, and GCC Deptford Mall 6, Deptford, New Jersey. Coming up: more open-captioned movies at GCC in April and May.

Director's note: Carol Finkle, Creative Access Founder and Director, writes: "Creative Access launched the 'Petition to the MPAA and Theater Owners of America' in 1992. Now we finally got the attention of the nation regarding the huge injustice perpetrated against persons with hearing loss vis-à-vis° the ADA, e.g. exclusion from the pleasure of movie-going, *American* movie-going, that is, when they come out, and where they come out. Now, after 70 years (since the 'talkies' came on the scene), Deaf and hard-of-hearing people (with friends and families) are beginning to enjoy the same opportunity, and delight, in their own neighborhoods and at the same time as the general society. Now that's 'mainstream'! SO COME ON OUT TO THE MOVIES!"

All "Access Projects" are sponsored in part by Pennsylvania Council on the Arts, The Philadelphia Cultural Fund, Samuel S. Fels Fund, The Philadelphia Foundation/Gest Memorial Fund and CoreStates Community Development. Contributions are tax-deductible help ensure that all ACCESS PROJECTS continue.

● "Deaf and Hard-of-Hearing Performing Artists Initiative" in honor of Women's History Month, a Creative Access/PSD collaboration presents ***The OrBiT***—2dB (two diamonds and a blur), with **Monique Holt** and her "Gigantic Voice Boxes." A one-woman show of comedy and storytelling in ASL. "Voice interpretation provided for hearing audiences. Friday, April 17, 7:15 p.m., Pennsylvania School for the Deaf (Gym/Theater), 100 W. School House Lane, Germantown (Philadelphia). Tickets: $7.00 CA/PSD community members; $8.00 non-members. To reserve tickets, make check out to "Creative Access." Mail to: **J. Urbani**, "OrBit," 312 Hermitage Street, Philadelphia, PA 19128. Tickets will be held for you at the PSD Gym/Theater.

● ***Bring in da Noise/Bring in da Funk***, winner of four Tony Awards, including Best Musical of 1997-98, changed the nation's view of tap dancing and helped spark a revival of

interest in this fun art form. "Accessible Broadway": one performance only, interpreted in ASL. Saturday, May 9, 2:00 p.m., Forrest Theatre, 1124 Walnut Street, Philadelphia. Tickets: $65.00 CA members. ALDs available; reserve devices and tickets early.

● Sign-interpreted "Zoofari": a 10-day safari to East Africa and Kenya with the Philadelphia Zoo, August 1999. Cost: $3,595.00. Includes round trip airfare from New York to Nairobi, all meals on the safari, a guaranteed window seat in the touring minivan, and one interpreter per six passengers (pick your own interpreter). The next preview/slideshow at the Philadelphia Zoo will be on a Sunday in May. Watch for details in next listing or contact Creative Access for further information.

☛ Contact Creative Access at 108 Market Street, 2nd Floor, Philadelphia, PA 19106; ☎(215) 627-9271 (TTY/Voice); ☎(215) 627-9571 (FAX); ❖CrAccess@aol.com (E-mail).

vis-à-vis: (*prepositional phrase*) face to face; compared to. (French).

TITANIC SUCCESS

In early March, **Cheryl Heppner**, Executive Director of the Northern Virginia Resource Center, reported that ***Titanic*** was "shown with open captions in hundreds of locations across the U.S. in mid-March, often during regular theater hours! This event is a pilot project of Paramount Pictures/20th Century Fox. (Special thanks to **Linda Dallos** for the info about Maryland showings!)

"The Washington, D.C. showing is for only one day, but it will be at normal hours for showings, including night time. I am still working to bring Titanic to Northern Virginia and there is a possibility we will get it later in March. I also hope for showings in Richmond, Tidewater, and Charlottesville.

"The Movie Access Coalition, on which I represent the Association of Late-Deafened Adults, [met on] March 9 to discuss strategies and a position paper."

Some other locations ***Titanic*** has been shown (and note upcoming screenings):

Baltimore, Maryland: Loews White Marsh, March 13, 14 & 15, one show at 11 a.m. each day

San Francisco/East Bay: Century Cinema Fremont, March 13, 14 & 15, all day

Las Vegas: Century Desert, March 13, 14, & 15, all day

Chicago: Quarry Cinema, Hodgkins, March 13, 14, & 15, all day; Marcus Gurnee Mills, March 16, 17, & 18, all day.

San Jose California: AMC Mercado 20, March 16, 17, & 18, all day

Riverside, California: AMC Ontario Mills 30, March 16, 17, & 18, all day

Washington, D.C.: Cineplex Odeon Cinema, March 18, one screen, all day

Rochester, NY: Regal Henrietta, March 20, 10 a.m. and 2 p.m.; Regal Culver Ridge, March 23-25, 8 p.m.

Buffalo, NY: GCC Walden Galleria, March 27-29, 10 a.m. and 2 p.m.

New York City: Walter Reader Theater at Lincoln Center, March 31; Sony Lincoln Square, April 3-5, 10 a.m. & 2 p.m.

Long Island: Sony Roosevelt Field, April 6-8, 7 p.m.

Other locations under consideration: Seattle, Washington; Salt Lake City, Utah; Pocatello, Idaho; Austin, Texas; Los Angeles, California; Boston, Massachusetts; New Haven and Hartford, Connecticut. ➢

WORTH FIGHTING FOR

A crowd of Deaf and hearing demonstrators march on the State Capitol. They are fighting mad because the governor has announced that he will close the State School for the Deaf and farm out all the Deaf students to public schools. The demonstrators converge in a rally at the State Capitol Building and make plans to testify before the State Assembly and meet with individual Representatives. During the rally, a naïve hearing newspaper reporter questions why the State School for the Deaf should be saved at all. In response, the demonstrators show him scenes and vignettes based on their own experiences at the State School.

Will the demonstrators win their fight against the governor? Will they convince the reporter that the State School must be saved? You can find out at the upcoming West Coast Premiere of ***Institution Blues***, by Deaf playwrights **Don Bangs** and **Jan DeLap** and based on actual events in the lives of Deaf people and their hearing families and friends. ***Institution Blues*** alternates between memories of life in a deaf school and events at the protest rally. It's performed in ASL and voice, so it's completely accessible to Deaf, hard-of-hearing, and hearing theater patrons.

Institution Blues follows the smash hit ***Deaf Family Diary***, performed last fall. California SignRise Theatre and Ohlone College Sign Theatre (OCST) are once again joining forces. California SignRise is Northern California's only professional theater offering plays in ASL. OCST is one of the most innovative college-theater programs for Deaf people in the United States.

The cast includes **Gary Aghabalian**, **Raine Cheng**, **Vadim Milman**, **Damien South**, **Charlotte Stuart**, **Karem Takhar**, and **Poh Gaik The**, and hearing performers **Delia D'Angelo**, **Sabrina Hinojosa**, **John Pirrucelli**, **Roberto Santiago**, and **Ann Smith**. Emmy-Award-winning playwright Don Bangs is ASL translator and signmaster.

Institution Blues plays at the Little Theatre at San Francisco State University from March 26-29 and at Jackson Theatre at Ohlone College from April 9-11. Showtimes are weekdays at 8 p.m.; Saturdays at 2 and 8 p.m. and Sundays at 2 p.m. For ticket information and reservations, call ☎(510) 659-6077 or ☎(510) 659-6269 (TTY); ☎(510) 659-6269

(Voice); ❐(510) 659-6032 (FAX); ❖SignRise@aol.com (E-mail). Or contact the Ohlone College Deaf Center, 43600 Mission Blvd., Fremont CA 94539-0390.

SUPER BOWL? SUPER CROCK!

In the February 1998 **Plus**, we published an announcement (forwarded to us by **Paulette R. Caswell**), that **Phyllis Frelich** would give an ASL rendition of "The Star-Spangled Banner" at Super Bowl XXXII on January 25 ("Star-Spangled Signs," p. 5). Popular singer **Jewel** sang while Frelich signed. Problem is, NBC did *not* televise Frelich's signing. Just Jewel's vocal rendition. Fans at San Diego's Qualcomm Stadium may have seen Frelich. But no one watching the game on TV did. Those who were looking forward to seeing Frelich sign the National Anthem felt cheated—and that's an understatement.

According to **Derek Danziger**, the Director of Media Relations of the San Diego Super Bowl XXXII Host Committee, the one who pulled the plug on Phyllis Frelich is **Dick Ebersol**, President of NBC Sports. Said Danziger: "We understand your concerns and hope that they [NBC] can better respond to you. NBC's number is ☎(212) 664-4444." This is a general voice number. Call to get specific contact information (the number for Mr. Ebersol's office), or his fax number. Address: National Broadcasting Company, 30 Rockefeller Plaza, New York, NY 10112.

If you want to tell Mr. Ebersol how you feel about "blanking out" Phyllis Frelich, be polite, be forceful, and be brief. And ask why. Emphasize that you want to see the signing of the National anthem become a SuperBowl tradition—but that you want to see it televised around the world.

(✏ Thanks to **Ray Luczak**.)

TALENT SEARCH!

A nationwide search for talented Deaf people (age 19 and up), who are interested in professional acting careers, is being conducted by the National Theatre of the Deaf. The search began January 1 and continues through April 3.

NTD is looking for highly-motivated Deaf persons with natural acting ability to attend this year's 5-week Professional Theatre School (the famed "Summer Program") June 21-July 26. Full scholarships are available and participants are considered for future employment in the NTD's acting company.

The deadline for applications is April 3. Previous professional acting experience is not necessary. Auditions for the school are conducted through videotapes submitted with the applications.

Approximately 30 students will be chosen from this national talent search to participate in the PTS. The full scholarships, which cover tuition, room and board, will be provided through a grant from the U.S. Department of Education.

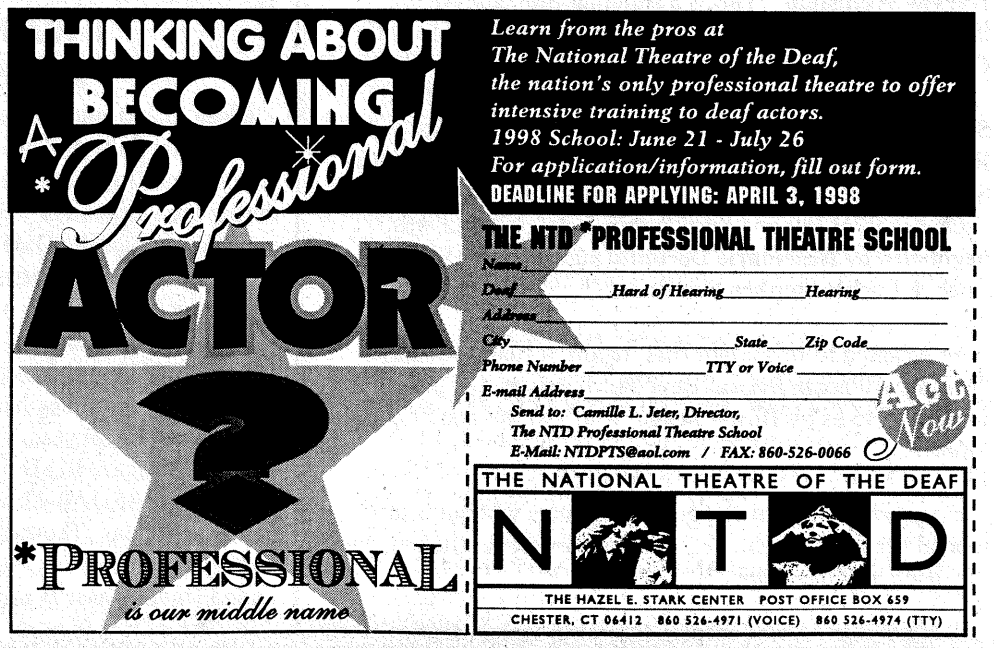
This year, for the first time, PTS students will have the opportunity to participate in The National and World-Wide Deaf Theatre Conference, to be held during the first week of the school.

NTD's PTS is a mentally and physically challenging and inspiring program that prepares students for acting careers, through classes in dance and movement, acting technique, improvisation, sign language for stage, and the history of sign-language theater. The school's faculty is made up of top professional and academic theater talent.

Graduates of NTD's PTS (now in its 31st year) include such successful Deaf actors as Academy Award-winner **Marlee Matlin** (movie version of ***Children of A Lesser God***); Tony Award-winner Phyllis Frelich (the original Broadway version of ***Children of A Lesser God***); Linda Bove of Public Television's ***Sesame Street***; and the currently in-demand Hollywood actor **Anthony Natale** (***Mr. Holland's Opus***).

For an application and further information, contact:

Camille L. Jeter, Director
The National Theatre of the Deaf Professional Theatre School
P.O. Box 659
Chester, CT 06412
❐(860) 526-0066 (FAX)


THINKING ABOUT
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A *Professional
ACTOR
?
*PROFESSIONAL
is our middle name
Learn from the pros at
The National Theatre of the Deaf,
the nation's only professional theatre to offer
intensive training to deaf actors.
1998 School: June 21 - July 26
For application/information, fill out form.
DEADLINE FOR APPLYING: APRIL 3, 1998
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Phone Number TTY or Voice
E-mail Address
Send to: Camille L. Jeter, Director,
The NTD Professional Theatre School
E-Mail: NTDPTS@aol.com / FAX: 860-526-0066
Act Now
THE NATIONAL THEATRE OF THE DEAF
N T D
THE HAZEL E. STARK CENTER POST OFFICE BOX 659
CHESTER, CT 06412 860 526-4971 (VOICE) 860 526-4974 (TTY)

BEYOND SILENCE: THE SWEET SOUND OF SUCCESS?

adapted from a report by **Miriam Hils**/Reuters

Miramax Films—which scored big in the U.S. with Italy's ***Il Postino*** (The Postman) and Japan's ***Shall We Dance?***—is betting it will have the same luck with two German-language films.

At Berlin's European Film Market, Miramax acquired ***Jenseits der Stille*** (***Beyond Silence***), which is in the running for best foreign-language-film Oscar, from Bavaria Film International. Miramax was also negotiating with Bavaria Film International to pick up another German film, ***Comedian Harmonists***, for an estimated $1 million.

Beyond Silence marks the directorial debut of **Caroline Link**. It's about a girl with deaf parents who develops a love for music. The script was written by Link and **Beth Serlin**.

Comedian Harmonists is based on the true story of an *a cappella*° group forced to disband by the Nazis because several members were Jewish. It was directed by **Joseph Vilsmaier** (***Stalingrad***) and produced by Munich-based Senator Film. Since its release in Germany on December 25, 1997, the film has sold more than 2 million tickets.

Beyond Silence was a surprise hit at the German box office in 1996-97, racking up more than 1.7 million admissions. It was produced by **Jakob Claussen**, **Thomas Woebke**, and the late **Luggi Waldleitner**, and was distributed in Germany by Buena Vista International. Claussen and Woebke would be involved with a potential English-language remake as executive producers.

"***Beyond Silence*** represents a new wave of German cinematic accomplishment," said Miramax co-chairman **Harvey Weinstein**. "This is a stunning film, and we are thrilled to have established a longer-term relationship with Caroline and the producers."

The deal was negotiated for Miramax by **Jason Blum**, Senior Vice President for Acquisitions and Co-Productions, **Robert Kessel**, Director of Acquisitions, **Andrew Herwitz**, Senior Vice President for Business and Legal Affairs,

On behalf of Bavaria Film International, the deal was negotiated by **Rosemarie Dermuhl** and **Michael Weber**, and Loeb & Loeb's **Stephen Saltzman**.

✏ Adapted from Miriam Hils' report, a Reuters release, "Miramax Placing Bet on 'Beyond,' February 17, 1998, forwarded to us by **Howie Seago**, who's in the cast of ***Beyond Silence***.

a cappella: (adjective) a group that sings without instrumental accompaniment; i.e., using voices alone. (Italian, "in the manner of the chapel.")

Kneeling: **Coach Terry Matthews, Assistant Coach Troy Verner.** 2nd row: **Neil Macgill, Derek Hawkins, Jacob Gruseck, Shawn Romano, David Tasselli, Jeff DePaolis, Tom DeFazio, Nelson Rodriguez.** 3rd row: **Mark Kite, Larry Brumfield, Michael Bailey, Nick Martin, Chris Hinzman, Justin Conrad, Matt Palanti.**

After 50 years—the championship!

"I WANTED TO BE A CHAMPION"

Close to 200 students from 6 schools participated in the 66th annual Eastern States Schools for the Deaf Athletic Association Boys' Basketball and Cheerleading Tournament during the weekend of February 13-15. The Western Pennsylvania School for the Deaf hosted the event. Other participating schools were: American, Lexington, Maryland, Marie Katzenbach, and New York (Fanwood).

From WPSD's release:

The WPSD boys' basketball team had a very good regular season. However, they hadn't won the ESDAA basketball tournament for 50 years! The tournament was exciting. WPSD defeated MKSD on Friday, 69-31. On Saturday, WPSD beat ASD 50-43, which put them in the championship game on Sunday. The long wait ended when WPSD defeated rival Maryland 60-49. **Jacob Gruseck**, who scored 31 points, joined **David Tasselli** and **Jeff DePaolis** from WPSD on the

All-Star Team.

The girls' cheerleading team had a good tourney, but did not finish in the top three. **Jolee Hendrickson**, a senior, won the individual Jump and Cheer competitions. She was also named to the All-Star team.

And to backtrack a bit, here's an adaptation of a **Kim Burger's** firsthand account:

WPSD fans used visual aids such as brightly colored towels (yellow, that is) to help cheer their team on at the tournament. The hometown crowd was as raucous° as any Sunday when the WPSD team won the Eastern States Championship for the first time in 50 years. Players erupted into victory whoops and cheers, and piled up on the gym floor. The students couldn't hear the noise generated by their 60-49 win over the Maryland School for the Deaf. But they could sense the vibrations and see the crowd on its feet.

And, like a big win for any high-school basketball team, it felt good, said Jacob Gruseck, 15, a freshman 31-point scorer, through an interpreter. "I had a goal. I wanted to be a champion. All my life I wanted to see the championship game," he signed amid handshakes, backslaps, and a hug from his mom. "We pressed hard. We worked together as a team. We kept going and we weren't going to give up."

For much of the first half of the game, there wasn't much to hear beyond the squeaking sneakers and bouncing ball. The widespread use of sign language lowered the usual buzz of conversation, and coaches and parents relied on frantic hand gestures to get their points across. Fans waved their hands in applause and shook yellow "Roarin' Towels." Painted posters silently warned, "You're in Lions' Country."

But as Maryland attempted to narrow the gap and the excitement grew, the room reverberated° with verbal cheers, hand-clapping, and foot-stomping. "It can be just as noisy as another game" with hearing players, said Jacob's mother, **Judy Gruseck** of North Huntingdon, Westmoreland. Deaf people use vibrating, pounding, and stomping to build the excitement that goes with a suspenseful game, she said. And fans yell and cheer "just because it comes out naturally."

The cacophony° came through loud and clear to the athletes. "It feels great," said cheerleader Jolee Hendrickson, 17, of Springdale. Some students, she said, have some hearing. Cheerleaders keep an eye on each other or use a drumbeat to keep in unison. "We know we are doing it, and we can cheer just like other cheerleaders can," added cheerleader **Ashley Weller**, 14, of Penn Hills.

WPSD also competes against a number of local schools of hearing students —mostly private schools too small to participate in the Western Pennsylvania Interscholastic Athletic League. But it's through tournaments and conferences with other deaf schools that the students get to operate where "language and communication is free-flowing" without the need for interpreters, said **Gregg Bowers**, dean of students. "Deaf people have found new ways to communicate over distances and this is one of them," he said. He added the schools have created a Website on the Internet about the tournament.

Wes Dickson, a retired teacher and current member of WPSD's Board of Trustees, played on the last team to win the tournament in 1948. Sitting behind a hoop to watch the winning game, he said the boys seemed taller and played by some different rules than in his day. But, he said, the benefits of playing basketball, and of attending the deaf school, haven't changed. "It helped me develop into a leader. I learned to get along through teamwork."

raucous: (*adjective*) making a lot of noise (stomping and yelling); loud and rowdy, as with large crowds of sports fans.

reverberated: (*verb, past tense*) echoed; vibrated; resounded.

cacophony: (*noun*) loud, harsh noise; discord.

✏ Adapted from Kim Burger's report, "Deaf school team wins basketball championship," in the **Tribune-Review** (Greensburg, Pennsylvania), February 18, 1998, carried on NJ-L News. ➤

HOY CAMPAIGN UPDATE

Robert Traina reports that on February 23, a **USA Today** reporter came to Gallaudet University to interview Student Body Government President **David Kurs** about "Dummy" Hoy and the 10th anniversary of DPN.

The February 23 issue of the **Washington Times** gave the Hoy campaign front-page coverage!

A rally in support of "Dummy" Hoy was held on Saturday, February 28, from noon to 3 p.m. in front of the Office of the Commissioner of Major League Baseball, 350 Park Avenue, New York, New York. According to **Diane Fiorentino** of the Fiorentino Foundation, ESPN was to televise the rally on the same day. The goal: to get "Dummy" Hoy inducted into the National Baseball Hall of Fame this year!

Other participants and key supporters included **Steven Younger** of the NYC Civic Association of the Deaf and Empire State Association of the Deaf, **Karl Gabel** and **Bob Loeffler** of the Staten Island Club of the Deaf, **Mike Dolan** of the National Center for Disability Services, **Paul Tamiso** of the Metro Recreational Association of the Deaf, and **Jeff Innes** of the USA Deaf Sports Federation (AAAD).

The USA Deaf Sports Federation (Hoy Committee) distributed Hoy posters at the rally.

BLUE SKIES, LOTSA SNOW

adapted from a report by **Bruce Gross**,
WRAD International President

On Saturday, February 28, about 200 deaf and hard-of-hearing people and their friends and families celebrated Deaf Awareness Day at Mountain High in Wrightwood, California, about one hour north of Los Angeles. They came to ski,

snowboard, or just to have fun in the snow. After so many days of bad El-Niño-related weather—rain and snow—the weather was perfect, the best Southern California had had for a long time. There was plenty of snow on the ground at Mountain High, and blue skies.

The event was coordinated by the local WRAD chapter, Southern California Recreation Association of the Deaf in Los Angeles (SCRAD-LA). **Sandy Chowles**, the current President of WRAD-Republic of South Africa, was there. She enjoyed the fun and learned about SCRAD-LA. **Donovan Mulligan**, Host Coordinator for WRAD-RSA in Capetown, was there too.

Some members of the group took skiing lessons, which helped improve their performance on the slopes. Several joined WRAD as new members.

After a day in the mountains, many of the participants went to the Home Town Buffet restaurant in Palmdale for dinner. A banquet room was reserved just for them, and they had a good time dining and discussing the day's experiences.

Due to popular demand, SCRAD-LA is planning another Deaf Awareness Day at Mountain High this season.

WOMEN AT THE PEAK!

A group of Deaf women, led by **Heidi L. Zimmer** and Lisa Flynn, are planing to get together next January to climb Aconcagua in South America. This is a first-time opportunity, and the first known all-Deaf expedition team.

Zimmer has long wanted to reach her goal of climbing the "Seven Summits" of the world. She's already "bagged" several of them. In 1991, she became the first deaf woman to climb Denali (Mt. McKinley) in Alaska. She and Flynn met at a Deaf Women United Conference in Rochester last July. Both love mountaineering. It's still very rare to find Deaf women involved with this sport. When Zimmer asked Flynn if she'd like to climb Aconcagua, she enthusiastically replied, "Yes!" They also agreed to make this an all-Deaf-women's team, to provide opportunities for others to participate fully, without any communication barriers. Joining a "'mixed" expedition, Deaf participants have to find an interpreter or find ways of coping with "missed-out" communication. On this exclusive expedition, everyone will be able to communicate with each other. The women will be able to focus on the goal of reaching the peak, without having to deal with frustrating communication barriers along the way.

Zimmer and Flynn have been keeping in contact and making plans via daily E-mails. They've agreed to have Aventuras Patagonias provide a guide and leader for the expedition team. Contacts have been made with friends in the mountaineering circle, and so far six women are going, with the possibility of a seventh, pending confirmation. Confirmed team members are: **Julie Hemstreet** of Washington State, **Siv Hoshang** of Norway, **Mirian Richards** of Oregon, and **Donna Russel** of Canada. Up to 15 women can be included on the team. Any women with mountaineering experience who are interested in going should contact Zimmer and Flynn. The expedition will take place on January 4-23, 1999.

Sponsors (so far) are: Deaf Women United, Inc.; Camp Mark Seven; World Recreation Association of the Deaf, Inc.; **Beck Clark**, Sports Psychiatrist; Global Deaf Travel; and **Tom Boyle**, Graphic Designer.

Cost of participation is estimated as $3,000 each, and that doesn't include airfare or accommodation (hotel and food) expenses. The team needs equipment. Still, this is a relatively low-cost expedition. Zimmer says that some expeditions can easily cost between $30,000 and $60,000. If you are interested in helping to sponsor this expedition or would like to make a contribution, contact Zimmer c/o WRAD-Deaf Women's Expedition. (See address below.) Donations to this non-profit organization are tax-deductible.

Any questions? Contact Zimmer or Flynn. Addresses: Heidi L. Zimmer, 6957 Lake Drive, Apt. #C, Dublin, CA 94568; ☎(510) 556-1577 (TTY); ❖Zimmy07@juno.com (E-mail). Lisa Flynn, 93 Wilson Street, #A4, Marlboro, MA 01752, ☎(508) 485-6625 (TTY); ☎(508) 624-0956 (FAX); ❖LisaFlynn@aol.com (E-mail).

Says Zimmer: "Please enable us to show the world that Deaf women can do almost everything others can!"

*See "Woman at the top," February 1993 "News Briefs," pp. 21-22.

ULTRATEC CELEBRATES 20TH; POSTER ARTISTS INVITED

Attention, all artists: Win a free Ultratec TTY and have your artwork made into a nationally distributed poster!

In honor of its 20th anniversary, Ultratec, Inc. is looking for creative, original artwork that celebrates the role of telecommunications/TTYs in connecting deaf or hard-of-hearing people. The winning artist(s) will receive a free Ultratec TTY (up to $500 value) and will have his/her art made into a promotional poster.

The winning entries (as selected by Ultratec) will be announced at the NAD Conference in San Antonio, July 7-11. Winners will also be notified by mail.

THEME: The artwork should in some way reflect the role of telecommunications/TTYs in connecting deaf or hard-of-hearing people.

ARTWORK: All types of media accepted—original artwork, paintings, markers, drawings, collages, photographs, slides, etc. Any size is acceptable, but please do not exceed 36" (3 feet) wide or high.

CATEGORIES:

✆ Children (18 and under—children of all ages encouraged to enter)

✆ Adults (over 18)

✆ Ultratec encourages people who have a personal connec-

tion with deafness to enter (i.e., if you're deaf or HoH, come from a family with deaf/HoH relatives, etc.)

ENTRIES: Artwork entries must be accompanied by a separate piece of paper that states:

1. Artist's name, address, & phone number
2. Artist's age
3. Artist's relationship to deafness (i.e., deaf or HoH, have a deaf or HoH family member, work with the Deaf/HoH community, etc.)
4. OPTIONAL: title & brief explanation of the artwork (i.e., media used, thoughts behind it, etc.)

Artwork must arrive by June 1. Mail to:

Ultratec—Poster Contest
450 Science Drive
Madison, WI 53711

Ultratec is not responsible for artwork lost or damaged during shipping. Artwork will be returned after the contest by request only.

By entering this contest, artists grant Ultratec, Inc., the right to use and reproduce their artwork and to use their name and likeness for promotional purposes. Judging will be confidential° and at the sole discretion of Ultratec, Inc.

Questions? call **Jackie Morgan** at Ultratec ☎(608) 238-5400 (TTY/Voice).

confidential: (*adjective*) private; secret; discreet; respecting the privacy of the artists.

☎ ☎ ☎ ☎ ☎ ☎ ☎ ☎ ☎ ☎ ☎ ☎

QQQ? VISIT THE HOMEPAGE, GA!

Ultratec has launched its new "home page" at ✱http://www.ultratec.com. Visitors to the site can learn more about TTYs, review explanations of the latest TTY technologies, and read valuable resource materials related to the Americans with Disabilities Act (ADA).

Says **Pamela Holmes**, Ultratec's Director of Consumer and Regulatory Affairs: "The World Wide Web provides a tremendous opportunity to exchange information and resources. Ultratec wanted to go beyond just offering products for sale online. In addition, we provide our home-page visitors with telecommunications-specific ADA resources that could be helpful in local advocacy efforts." The site offers valuable information about telecommunication requirements of the ADA relating to payphones, emergency services, hotels, and hospitals. Advocates can use these resources in their communities to help bring about compliance.

Also featured are helpful tips on TTY calling, including how to make Voice Carry-Over (VCO) calls, and general information about Ultratec and its products. Visitors can also directly ask questions or leave messages for Ultratec. The E-mail address is: ❖service@ultratec.com.

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CAPTIONMATCH

CLOSED-CAPTIONS: A VITAL LINK

Your television is transmitting hidden messages, but you don't need to be a paranoid or nut to see them. You just need a remote control. The messages are closed-captions, usually invisible lines of text that correspond to dialogue, songs, and sound effects on the TV screen.

Closed-captions were developed in the 1970s to make TV accessible to millions of deaf and hard-of-hearing viewers. Until a few years ago, they could be seen only with the help of an expensive set-top decoding machine. Now they're commonplace. Since 1993, more than 80 million TV sets with closed-caption capability have been sold in the United States. According to some estimates, just about every household in the country will be able to pick up the scrolling white-on-black texts, which look similar to subtitles, by the turn of the century. Almost all broadcast-network shows are now closed-captioned, as are more and more cable programs. A federal law that took effect January 1 mandates that almost all new programming be captioned by 2006.

As availability increases, so do uses. Captions help children, adults, and immigrants with reading and English. At bars, health clubs, and airports, captions allow viewers to follow TV programs at a distance or when the din makes it impossible to hear.

Advocates are becoming more outspoken about the versatility of captioning, but closed captions remain a mystery to most viewers, moving invisibly—and undecoded—across millions of TV screens. "Not enough people are aware of them. We're planning to start a campaign fairly soon called 'Turn It On,'" said **Myron P. Curzan**, Chief Executive Officer of the National Captioning Institute in Virginia, a nonprofit agency created by the federal government in 1979 to develop and promote captioning.

Teachers value captions as reading and language tools. For example, a teacher in California plays the first half of a TV sitcom with sound and the second half in silence, with his class reading the captions, said **Mary Watkins**, Communications Manager at The Caption Center, a 25-year-old, nonprofit affiliate of WGBH in Boston and the oldest captioning agency.

Immigrants have long made use of closed-captions. Before 1993, Watkins said, when captioning was only available via decoding machines, non-English speakers bought decoders than deaf people did.

Curzan pointed to the frequent display of captions at bars and health clubs. Others use them too. "We actually have heard from people who use it when they have small babies in

the house," Watkins said. "Or, if you're sleeping with your spouse or partner and they don't want to be disturbed, you can turn the captions on."

Still, captioning is not a feature many TV buyers ask about, says the Consumer Electronics Industries Association. And some viewers, even caption consumers, dislike the way they cover portions of the screen, blotting out name identifications and other information.

Although uses have grown, deaf and hard-of-hearing viewers, a population of more than 20 million, have been the leading captioning constituency since experimental forms were first displayed in the early 1970s. For them, closed-captioning is the difference between being able to watch television and being blocked out.

"Captions provide a critical link to information and news, which are needed to participate in society," said **Karen Peltz Strauss**, Legal Counsel for Telecommunications Policy for the NAD.

June McMahon, Assistant Principal at the American School for the Deaf in West Hartford, Connecticut, didn't watch much television when she was growing up because there were no captions and it was tough to follow programs without the dialogue and descriptions of sounds. "It is very difficult to lipread people on television. I had to guess what was going on with a TV show. But now, with captions, I can understand everything that I see on television." She said that captions have helped deaf students with their reading skills, too.

They can be useful to people who lose their hearing as they age. Those who hear nicely can use them to understand people onscreen with unfamiliar accents.

✏ This is a free adaptation of a January 22 report, "Closed captions becoming commonplace," from the newsrooms of the **Los Angeles Times** and **Washington Post**, and carried on NJ-L News. ➤

SKATES, SKIS, & SWOOPS

On February 10, the National Captioning Institute (NCI) announced that Northwest Airlines would provide funding for the closed-captioning of the XVII Winter Olympic Games on the CBS Television Network and on Turner Network Television (TNT). NCI closed-captioned, and Northwest Airlines funded, CBS' entire primetime and weekend coverage and TNT's entire coverage from the start of the games on Friday, February 6 through the closing ceremony on February 22.

In addition, CBS initiated the first-ever closed-captioned Olympic billboard on broadcast-network primetime, which aired in CBS Sports' telecasts of the XVIII Winter Games. The audio/video billboard promoted Northwest Airlines closed-caption participation during CBS' Olympic coverage.

"NCI is very pleased to be partnering with CBS, Northwest Airlines and TNT to closed caption the 1998 Winter Olympics," said NCI's CEO Myron P. Curzan.

Over the last several months, the CBS Television Network has taken a leadership role in furthering closed-captioning. CBS has made historic strides in other areas. On September 13, 1997, CBS partnered with Johnson & Johnson to air the first-ever broadcast-network captioning billboard. Johnson & Johnson is a long-time closed-caption supporter, and the billboard continues to air on ***This Morning*** and ***CBS News Saturday Morning***. And see the following item about ***60 Minutes***.

60 MINUTES? OLÉ!

Every Sunday evening the clock ticks on screens across the nation as America makes time for television's most respected and consistently highly-rated program, ***60 Minutes***. Now the most successful primetime program in television history has made history once again. On January 18, ***60 Minutes*** began airing with English and Spanish closed-captions provided by The Caption Center.

Already a favorite among hearing and deaf audiences, ***60 Minutes*** has found a new audience. 27 million Hispanic viewers who are deaf or hard-of-hearing, or who are simply more comfortable following English-language programs with Spanish captions, can now more fully appreciate ***60 Minutes***.

The Caption Center has assembled a highly trained team of bilingual captionwriters to translate each broadcast. English and Spanish closed-captions are broadcast simultaneously at the time of airing. Funding for English closed-captioning of ***60 Minutes*** is provided by CBS and corporate caption-sponsors Ocean Spray, Midas, and Ford. Spanish captioning is funded entirely by CBS.

60 Minutes' creator and executive producer **Don Hewitt** has been examining ways to allow his broadcast to reach America's Hispanic population for several years. "I'm thrilled to finally be able to say to a large portion of the country, '***60 Minutes*** speaks your language.'"

Dr. **Robert Davila**, Vice President for NTID at RIT, former Assistant Secretary with the U.S. Department of Education, and a member of The Caption Center's Advisory Board, applauds the change. "I have been watching ***60 Minutes*** regularly since it was first closed-captioned. With the addition of Spanish captions, millions more will now be able to enjoy the program and learn from it. The choice of either language is great news for all Hispanic-Americans, deaf and hearing alike."

CBS's venerable° newsmagazine stays ahead of the growing pack of imitators with incisive° stories that probe the surface, expose truths, and get to the heart of the most important stories of our time. Reports from the frontlines in the Middle East and Rwanda share the hour with coverage of successful programs for at-risk youth and profiles of artists and writers who reflect and interpret our age. Real-life heroes and villains, those that fall somewhere in between . . . and **Andy Rooney**, every Sunday like clockwork, on 60 Minutes.

For those who are new to closed-captioning: Closed-

captions are hidden in the television signal and can be opened or "decoded" through a television's built-in decoder or through a set-top device. Most televisions sold since 1993 contain a built-in decoder. Viewers can get access to captions in these televisions via their remote control and on-screen menus. The English captions are available on CC1. The Spanish captions are available on CC3. A limited number of televisions equipped with built-in decoders do not offer the CC3 feature. Viewers should check their television's operating manual or with the manufacturer for specific directions on displaying the CC1 and CC3 captions.

venerable: time-honored; distinguished; much esteemed; greatly respected through the years.
incisive: hard-hitting; forceful; honest; penetrating.

PROTECTING PREEMIES

Donald W. Nielsen, Ph.D., Executive Director of Central Institute for the Deaf, was one of 18 experts participating in a national consensus conference on sound issues in neonatal intensive-care units (NICUs). The conference, "The Physical and Developmental Environment of the High Risk Infant," was held January 23 to 25 at University of South Florida in Clearwater Beach.

At the conference, Dr. Nielsen and other scientists and doctors from some of the nation's leading universities and medical schools reviewed research on the effects of sound and vibration on premature infants in NICUs. Premature infants are more likely to have delayed language development and increased deafness.

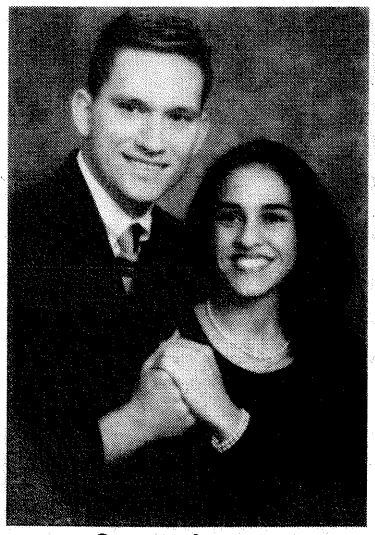
Results from discussions at the conference will be used to establish recommendations for the care of premature infants to protect their hearing and eyesight while they are in NICUs.

Conference participants hope to complete their work within a year. Their recommendations will be prepared for suggested use by caregivers in NICUs, and by parents. Participants also discussed the effects of noise and vibration on the caregivers who work in NICUs.

Dr. Nielsen has conducted extensive research on the workings of the inner ear and the effects of noise on hearing. Such research is part of CID's work in the area of sensory hair-cell regeneration as part of CID's quest to find a cure for deafness.

A ROMANTIC BIRTHDAY SURPRISE

Suzette Aguayo and **Steven Fuerst** are delighted to announce their engagement. She is the daughter of **Joaquin** and **Maria Aguayo** of Virginia; he is the son of **Arlyn** and **Carolyn Fuerst** of Wisconsin. Their wedding will be celebrated on June 26, 1999.



Suzette Aguayo and Steven Fuerst

Steven and Suzette have been sweethearts since their college years at Gallaudet University. On her birthday, he surprised her with a Russian "Matrushka" nesting doll. She open the outermost doll, and then the next four. The last doll contained a beautiful diamond ring.

Suzette is currently studying Social work at Gallaudet, and will graduate this May. She plans to pursue a Master's degree in Social Work Administration. Steven is teaching at Wisconsin School for the Deaf, in the Middle School Department. He is also an assistant coach in football, basketball, and track & field.

BITS & PIECES

☞ **See my face, read my signs:** On February 9, **Rick Baldi**, a specialist in Video Remote Interpreting Services at Birnbaum Interpreters, gave a brief history on local sign-language interpreting and TRS ("Video Remote Interpreting Services"). This was part of the Deaf History Series being presented at the Central Library in Arlington, Virginia. He then introduced the latest technologies, Vision Link and Access to Video Remote Interpreting Services. This program celebrated Inventor's Day, observed annually on February 11, **Thomas Alva Edison's** birthday. Edison (1847-1931), who was progressively deafened, was our nation's best-known inventive genius and holder of more than 1,200 patents. (His inventions include the phonograph, alkaline storage batteries, the world's first electric power-and-light system, and the first research laboratory.) He invented key parts of many now-familiar devices, such as the carbon-button telephone transmitter, that benefit the deaf community. (He also invented motion pictures—movies—and built he first film studio. And what would we do without flashing-light signalers? Edison is most famous for inventing the first commercially-practical incandescent lightbulb.)

☞ **Skills sharp?** Northern Virginia Registry of Interpreters for the Deaf held an informal "Evening with Paul Christie" on Friday evening, February 27, in Herndon. This evening of brain teasing was designed to challenge beginning and advancing interpreters. **Paul Christie** is a freelance interpreter who grew up in the Deaf community around Fredericksburg. He has worked as an academic interpreter, as a statewide interpreter coordinator for VDDHH, and established the first

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private interpreting agency in Richmond. He earned RID certification in 1986 and 1993 and was featured by Sign Language Associates' 1992 Professional of the Year. ➢

☞ **High standards:** Greater New York ASLTA held a 6-hour session at J.H.S. 47 on Saturday, February 28. During the morning session, a video, ***A Walk Through National ASLTA Certification Procedures and Standards***, co-produced by the DawnSignPress and National ASLTA, was shown for teachers seeking national certification. TV-studio and recording equipment were available for Provisional Certification candidates. In the afternoon, new board officers were elected.

➤ = Taken or adapted from NJ-L News.
➢ = Taken or adapted from "NVRC Digest."

Seattle Mental Health

Seattle Mental Health, a community mental-health agency in Seattle, Washington, is seeking a full-time Mental Health Clinician to work in our Deaf Services department. Position is responsible for providing mental-health evaluation, direct treatment, and case management for Deaf/hard-of-hearing individuals of all ages. Position requires a Master's degree in Human Services and 2 years experience in a mental-health setting, or equivalent. Applicant must be fluent with ASL and possess a valid Washington Driver's License at the time of hire. Position includes an excellent benefits package-Salary DOE. Please send letter & resume to Anne Baldwin, Seattle Mental Health, 1600 East Olive St., Seattle, WA, 98122 or fax to (206) 324-9433. SMH is an AA/EEO employer.